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ABSTRACT

This manual on the provision of Professional, Industrial, and Commercial Updating (PICKUP) programming by colleges in England, Scotland, and Wales consists of a summary of recommendations, an introduction, 8 sections, and 11 appendices. Section 1 discusses planning; the requirements of the 1988 Education Reform Act; provision of programming; PICKUP policy; and monitoring and evaluation, including performance indicators. Section 2 identifies the responsibilities of the Local Education Authority, the college, staff, and college companies. Section 3 discusses finance. Costing and pricing are discussed in Section 4. Section 5 discusses staffing and staff development. Section 6 deals with other resources, such as equipment services, and revenue spending. Section 7 identifies the conditions of service, and section 8 presents conclusions. Appendix A lists 37 references. Appendix B lists 12 PICKUP regional development agents. Appendix C identifies members of the PICKUP regional staff development network. Appendix D summarizes the 1988 Education Reform Act. Appendix E charts the manager's role. Appendix F discusses grants. Appendix G describes the Marketing Network. Appendix H lists the types of educational provision for adults. Appendix I describes the curriculum development process. Appendix J provides a checklist of job tasks and skills for use in training PICKUP support staff. Appendix K provides a model for planning and financial delegation for further education. (CML)

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Implementing PICKUP *in LEA colleges* under the EDUCATION REFORM ACT 1988

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Implementing
PICKUP
in LEA colleges
under the EDUCATION REFORM ACT 1988

a guidance manual
by David Thomas

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FOREWORD

The provision of PICKUP (Professional, Industrial and Commercial Updating) by colleges and other institutions wishing to increase the amount of education and training for updating adults in employment has increased steadily during the 1980s. One of the aims of the Department of Education and Science (DES) has been to encourage the development of PICKUP provision in every college so that it becomes one of the recognised mainstream activities. Encouragement has been given in a number of ways, one of which has been to identify those procedures and practices which assist the development of PICKUP activities and those which hinder them.

In 1987, a report *Implementing PICKUP in Local Authority Institutions* [1] was published by the Further Education Unit and widely disseminated. The report examined a number of key areas which needed to be tackled for PICKUP to be implemented successfully. Most of the recommendations related to practical ways of overcoming administrative and financial regulations which had become established in LEAs and colleges over many years and which were inhibiting the growth of PICKUP.

Many of the recommendations were usefully applied in colleges to overcome or alleviate some of the problems and PICKUP activities have substantially increased in the past five years. However, other problems, some of which were associated with the relationship between LEAs and colleges and also the limited autonomy of colleges, remained.

In 1988, the Education Reform Act made major changes to the statutory powers and obligations of both LEAs and colleges. In particular, it stressed the strategic role of LEAs to secure the provision of adequate facilities for further education for their area and the delegated authority given to colleges to plan and implement provision within the strategic framework set by the Authority. By 30 September 1989, every local education authority in England and Wales (except metropolitan boroughs within ILEA which are given additional time) was required to submit a scheme for approval by the Secretary of State outlining the principles and procedures which it will use to plan the educational provision for its area and to delegate to the governing bodies of further education institutions the powers, including budgeting powers, to implement those plans in the way that the governing bodies think is appropriate. Approved schemes come into force on 1 April 1990.

Clearly, the sweeping away of the old regulations and procedures and the emphasis placed in the Act on the greater flexibility made available to governing bodies and the increased opportunities available for a more policy orientated and enterprising approach offer new scope for PICKUP activities to become more firmly embedded in college activities and to be more flexibly and efficiently run. The Further Education Unit has accordingly considered it timely to revise the previous study on implementing PICKUP prior to schemes coming into force in April 1990.

This revised report not only takes account of the anticipated effects of the Education Reform Act, but also updates other areas where changes affecting PICKUP have occurred since 1987. The report is structured so that the main provisions of the Act are outlined in the Introduction and its expected impact on PICKUP in key areas is examined in the chapters which follow. The Appendices are intended to provide a useful reference point for issues raised in the text and a source of further reading.

A clear explanation of the 1988 Act and its requirements are contained in *DES Circulars 8/88 and 9/88*[2] and *Welsh Office Circulars 37/88 and 38/88*[3]. The Further Education Unit has published two pertinent reports, *The Strategic Planning of Further Education*[4] and *Towards a Framework for Curriculum Entitlement*[5] which give guidance on the main issues arising from the new Act. It has also published *Planning The FE Curriculum*[6] which is a more discursive commentary on the implementation of the Act for the further education service.

This report was written by David Thomas (consultant and former PICKUP Regional Development Agent) assisted by a steering group drawn from the DES and FEU. FEU is grateful to him for the thorough job he did against a tight deadline.

G. F. Stanton

Geoff Stanton
Chief Officer
Further Education Unit

SUMMARY OF RECOMMENDATIONS

Paragraph Number

GENERAL

- PICKUP activity should be a significant and integral part of college strategic planning. Targets should be set for PICKUP activity. 7

POLICIES AND PLANS

- The development and delivery of PICKUP requires policy decisions and commitment at the highest levels of college management. 18
- All college activities, including PICKUP, should be brought into the same LEA and college strategic planning process. 19
- Each LEA should formulate a clear policy on the provision of PICKUP in its colleges. 32
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- Colleges should identify someone with good management skills to co-ordinate PICKUP activities. 123
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INTRODUCTION

1. The Department of Education and Science has provided a wide range of support for the development in both quantity and quality of post-experience training for adults in employment by colleges, polytechnics and universities (see Appendix B). A substantial increase in the scale of provision has already occurred and enrolments are increasing at present at some 20% per annum, with further education colleges providing 53% of courses.

2. This increase in provision has not been evenly spread over all colleges. Some colleges offer very little provision while others have developed very large programmes. Many colleges faced the initial problems of developing an activity which had very often previously been occasional and small scale, with a market not easily satisfied, and which required a new, flexible approach that often cut across many traditional procedures and habits.

3. The earlier 1987 study leading to the publication of the report *Implementing PICKUP in Local Authority Institutions*[1] identified a number of constraints and difficulties which held back the development of PICKUP activities. Good practice and flexibility in both LEAs and colleges often overcame some of the problems, so that in the right circumstances PICKUP programmes could flourish within the existing administrative rules of LEAs and colleges. Many of the internal difficulties and constraints were related to college organisation and planning, staffing arrangements and LEA financial regulations and administrative procedures. Most of the other difficulties arose from the problems of operating in the market-place, identifying training needs and satisfying them in an efficient, flexible and cost-effective way.

4. Many colleges have overcome to varying degrees both kinds of difficulties using their own initiative, receiving assistance from their LEAs and, frequently, financial and other assistance through the DES. The result has been a substantial increase in PICKUP activities to meet local training needs and to earn additional income. A sample survey conducted by the DES showed almost a 40% increase in the number of participants on FHE PICKUP courses between the academic year 1985/6 and 1986/7. The first full year survey of all institutions carried out for 1987/8 showed an increase of some 20% compared with 1986/7.

PICKUP Target

5. The importance of improving the competitive position of industry and commerce in the United Kingdom by enhancing and updating the workforce has led the DES to aim for an increase from the 1988 estimate of some 3% of the working population receiving PICKUP-type training to 10% in 1992.

6. Such growth is seen to be vital if this country is to compete successfully in world markets and the creation of a better trained workforce will become even more important when there is a single European market in 1992. The level of skills available in each member state will increasingly become a crucial aspect of its competitiveness, and therefore of its industrial and commercial success, and our key competitors invest more in training than the United Kingdom.

7. **The overall target will be achieved only if the increase in the provision of PICKUP courses offered by colleges can rise substantially. A target of at least an average of 10% of college work (FTEs) by 1992 has been set by the DES who believes it is, with effort, achievable**. At 10% of college work, PICKUP will increasingly be seen as part of the mainstream activity. Many

colleges which are well located to supply local training needs and which have the professional ability to satisfy these needs effectively will, of course, have much more than 10% of work in the PICKUP category.

Expansion of PICKUP

8. Apart from meeting local needs and contributing to the efficiency of the local economy, there are other reasons why colleges will wish to increase the amount of PICKUP work. The need for updating and retraining will increase over time as a result of technological change as new materials, equipment and processes become available, from occupational change as some industries decline and others grow, and also from demographic change. Changes in the age structure of the population have significant implications for the labour market. For many years, the British economy has become accustomed to absorbing increasing numbers of people of working age. The underlying situation in the 1990s is quite different. The increase in the number entering the labour market will be less rapid and, most important, the number of 16- to 19-year-olds will fall by 1.2 million between 1987 and 1995.

9. One of the implications of these projected changes is that employers will find it increasingly difficult in an expanding economy to recruit and train young staff and it will be essential to invest more in improving the competence of staff they already employ through retraining. Another is that the number of young people following the traditional pattern of courses in colleges will fall substantially. The expected greater demand from firms for updating and retraining provides an excellent opportunity for colleges to expand their business activities through an increase in PICKUP work.

10. That work should not be seen just as narrow vocationalism. Technological and occupational change increasingly mean a requirement to develop intellectual skills of analysis and synthesis and personal skills associated with adaptability, creativity and enterprise. The frequent need for innovation and change requires a well-educated workforce capable of adjusting to change, and retraining and possibly requalifying a number of times in a working lifetime as society becomes increasingly knowledge based and with fewer jobs available for the unskilled and semi-skilled. This requirement for continuing learning associated with work will be accompanied by a similar demand for more leisure time activities, some of which develop skills which can be used in employment (see Appendix H).

11. As PICKUP courses are offered on a full-cost basis and may create surpluses which can be reinvested to promote further college development, PICKUP activities should provide a welcome alternative source of income. Finally, the development of PICKUP provision requires a close liaison with industry and demands up-to-date professional knowledge from staff as well as an ability to teach experienced adults. This produces both a powerful incentive for staff development and opportunities to work closely with industry to the benefit of students on full-time and part-time diploma and certificate courses.

12. The overall picture suggests that a number of forces will be present in the 1990s which will lead to an increase in the opportunities to develop PICKUP activities in further education colleges and push them further into mainstream college work. What then of the constraints and problems? How has the situation changed since the previous report on implementing PICKUP was published in 1987 and how are colleges likely to be affected in the near future?

The Education Reform Act

13. The most important elements of change are contained in the Education Reform Act which received Royal Assent in July 1988. Broadly speaking, the Act requires the LEA to have a responsibility for strategic planning and monitoring and delegates the responsibility for the management and financial functions to the college through its Governing Body and Principal. Colleges are expected to produce rolling three-year development plans for submission to the LEA, to construct and operate college budgets and to take responsibility for staffing (see Appendix D).

14. The college will, within the overall planning strategy of the LEA, take direct responsibility for all its activities and will be able to operate in a more flexible and proactive way than before. This change will increasingly enable curriculum development and resource management to be brought more closely together. It offers new opportunities to those engaged in PICKUP work and could ease some of the difficulties identified in the 1987 report, particularly those arising from LEA financial and administrative procedures and the inflexibilities within colleges.

15. The other kind of problems identified — those concerned with providing an efficient, flexible, professional, cost-recovery service — will remain and are likely to be intensified since all college activities will have to be identified and closely scrutinised in order to form part of the college development plan with its attendant financial implications and discipline. PICKUP will therefore increasingly be seen as a self-sustaining permanent mainstream activity. The following sections show how the new Act is likely to affect the development of PICKUP and how advantage can be taken of the new opportunities.

Other changes

16. Some other changes affecting PICKUP, such as support for staff development through the Local Education Authority Training Grants Scheme (LEATGS), have occurred since the publication of the 1987 report. None of these is on the same scale in importance as the Education Reform Act, which creates a new framework for PICKUP, but will be included in the following chapters.

SECTION ONE

POLICIES AND PLANS

17. Further education colleges have traditionally been relatively successful in reacting to student demand, but they have been less successful in creating a demand for their products and services by using effective marketing strategies. The PICKUP market can be difficult to satisfy and the provision of updating and retraining services for those in work requires the development of specific policies and plans to enable institutions to seek out and satisfy demand effectively and quickly.

The Planning of Provision

18. PICKUP activities cannot be planned and carried out in isolation. Like other educational provision, PICKUP requires all those processes of development — curriculum development, staff development and institutional development — and resource allocation to be activated together and in phase. **It also requires decisions and commitment at the highest college level.** These concepts are illustrated in a model of curriculum management used by the Further Education Unit, which offers a useful starting-point for the development of all educational provision (see *Towards A Framework for Curriculum Entitlement*[5]).

19. The development of one area of provision cannot be carried out completely separately from other areas, since the processes involved relate to all provision and the use of resources — staff, accommodation, equipment and finance — in one area is certain to affect another. The consequence of the 1988 Education Reform Act, with its emphasis on the careful planning and use of resources, will mean that **all relevant FE provision will need to be brought into the same strategic planning process. This will include PICKUP** even though, as the previous report showed, it has previously been difficult to ensure that it had a significant place in LEA and college educational planning.

The Requirements of the 1988 Act

20. The Education Reform Act 1988 imposes a number of requirements on Local Education Authorities including:

- a duty to 'secure the provision for their area of adequate facilities for further education'; and

- a requirement to submit to the Secretary of State a scheme outlining the principles and procedures which the LEA will use to plan the educational provision to be made in further and higher colleges offering full-time education* which it maintains or substantially assists. Schemes will also be required to provide for the determination by LEAs of annual college budgets and for the delegation of the management of budgets to the relevant colleges.

21. The outcomes of the requirements will include:

- a strategic plan for the provision of further education in each LEA area;
- an identified annual budget for each college;
- the delegation to college governing bodies for the management of the budget.

22. The general criteria to be applied in schemes include:

- colleges should be given as much freedom as possible to manage their affairs and allocate their resources as they think best within the strategic framework set by the LEA;
- colleges should be responsive to the changing needs of students, employers and the local community;
- the promotion of good management in colleges should ensure the effective and efficient use of resources;
- college budgets should be based on an objective and equitable allocation of resources;
- the principles involved in each scheme, including the basis for the formula to be used for calculating budgets, should be as simple and clear as possible so that the college governors, staff and students and the local community can understand how the scheme will be expected to operate;
- colleges should be given appropriate incentives to earn additional income by providing courses and other services and facilities for the local community, including, in particular, the business community.

23. Schemes approved by the Secretary of State will come into operation in April 1990, except in the case of London authorities for which the submission date is likely to be 30 September 1991 and operational date April 1992. LEAs are required to consult the governing bodies of colleges when drawing up their schemes for submission.

24. Clearly, the new arrangements provide an opportunity for PICKUP activities to be taken into account in the educational planning process, especially since the responsiveness to the needs of employers and encouragement to earn additional income by providing a service to the local business community are included in the criteria to be taken into account in drawing up schemes.

The Planning Process

25. It is intended that the planning and co-ordination of further education provision (and certain higher education courses) and the preparation of college budgets should be part of a single inter-related process. LEAs will be required to set out the procedures to be used in the planning of provision. Planning is expected to take place at two levels. An annual programme will be needed to identify the provision included each year and also to form the basis for setting the annual college budget. Longer term strategic planning, probably on a similar basis to the Training Agency's rolling three-year plans for work-related further education (WRFE), will be needed to identify and plan for changing objectives and provision. A single planning mechanism for total FE planning including WRFE planning would obviously be both convenient and effective.

* The Act also allows LEAs to include, if they consider it appropriate, other FHE institutions which provide only part-time education — notably Adult Education Centres — within the planning and funding provisions of schemes.

26. The purpose of the planning process will be to identify the changes that are needed to the existing broad pattern of provision to meet changing local needs more effectively. Account will need to be taken of provision elsewhere in the further and higher education sector, in schools and, where appropriate, the private sector and training agencies. Liaison is expected with neighbouring LEAs to ensure the proper co-ordination of provision on a regional basis.

27. The factors to be taken into account when considering the changes needed to the existing broad pattern of provision will clearly vary from year to year but will normally need to include the following:

- projected student demand arising from demographic change, changes in participation rates and student preferences;
- changing labour market needs, reflecting changes in local industry and commerce and the demand for different skills;
- the development of new forms of provision such as PICKUP and national initiatives such as REPLAN, Employment Training (ET) and the Youth Training Scheme (YTS) which have led to changes in the pattern of provision in planning that kind of provision year by year. LEAs will need to consider where and how national and local initiatives to develop new forms of provision can best be accommodated;
- the need to increase value for money, particularly by removing unnecessary duplication of provision;
- provision for those with special educational needs.

28. Each year, the LEA will need to determine, in discussion with colleges, how, in broad terms, the pattern of work in each college will contribute to achieving the overall pattern of provision required to meet the needs of the area. The formula for setting college budgets will need to take account of the student numbers allocated to each college. Under the delegation arrangements, governing bodies will be responsible for the general direction of colleges and for determining, within the planning framework set by the LEA, the pattern of courses provided by the college. Colleges will therefore need to be closely involved in the strategic planning of provision and will be expected to submit proposals on provision annually to the LEA to consider in the light of the LEA's strategic view of the developing needs of its area.

Provision

29. Provision is expected to be identified in broad subject areas. Schemes may also include provision for special areas, e.g. pre-vocational education, education for the unemployed. Arrangements will need to be made to monitor the performance of each programme area to establish how far the strategic planning objectives are being achieved.

30. Most college provision will continue to be targeted at young people in the traditional full-time and part-time subject areas funded by the LEA, but increasingly there is likely to be some shift of emphasis towards adult education and the provision of education facilities for people of all ages. DES Circular 9/88 and Welsh Office Circular 38/88 make it clear that, to meet DES planning requirements, LEAs will need to take into account the full range of education and training provision for everyone over the age of 16 in their area. The LEA's duty under the Education Reform Act is to **secure adequate facilities for further education.** That does not necessarily mean they themselves have to arrange to provide them, but they need to ensure that the facilities are available. For the discussion of adequacy of provision as it might relate to a range of adult education services, see the report *Securing Adequate Facilities*[7], published by UDACE.

31. PICKUP provision can encompass a vast range of activities covering many specialist areas, different levels and different services. Provision depends essentially on what the market demands, in terms of what firms are willing to pay for, and the ability of providers to produce goods and services at the right quality and price to meet those demands.

PICKUP Policy

32. It is important, therefore, that **each LEA should formulate a clear policy on the provision of PICKUP facilities in its area,** taking account of the market research and consultations with industrial, commercial and training organisations (such as the Training Agency and Training and Enterprise Councils (TECs) established by the Training Agency — see Appendix F) which aim to establish customer requirements, and the capability of its colleges and other educational institutions and agencies in its area to meet those requirements. Such a policy would then form the basis for its planning of PICKUP facilities within the strategic planning of provision required by the Act.

Strategic Plans

33. Clearly, individual colleges will need to contribute information and advice on training needs in the area and their capability to satisfy them, and will themselves **need to formulate carefully defined strategic plans for the development of PICKUP activities as part of their academic plans.** Some larger colleges have already had experience of preparing strategic plans as part of the NAB selective funding initiative. Since, however, PICKUP provision is expected to be offered on a full-cost basis and will not normally be financed by the LEA, it will be necessary for the strategic plans to be underpinned by business plans which will provide the detailed financial information to confirm the viability of the proposed programme. A guide to the production of business plans is provided in section three (Finance).

34. If the planning of PICKUP is to be included in colleges' and LEAs' strategic planning, it will need to conform to the basic requirements of the Education Reform Act. Summarised, the requirements are:

- it must fit into the LEA and college planning cycles covering annual and longer term plans;
- the plans must identify the changes needed to the existing broad patterns of provision to meet changing local needs;
- in identifying future provision, account must be taken of changing labour market needs reflecting change in local industry and the demand for different skills, employer and employee preferences and responses to national and local (e.g. TECs) initiatives;
- account must also be taken of other local provision, e.g. in neighbouring higher education institutions, training organisations and in the private sector;
- information must be made available to the LEA to ensure accountability and proper monitoring of college performance.

35. These requirements should not present exceptional difficulties. For PICKUP to operate successfully as a significant activity, it must be based on careful planning and organisation which should be embodied in a rolling strategic plan supported by business plans.

Aims

36. A strategic plan for PICKUP should begin with a **policy statement** incorporating PICKUP within the academic framework of the institution and setting out the broad aims of the proposed plan as a **mission statement** of what it is intended to achieve. The **aims** might relate to **the college**, e.g. to develop PICKUP as an identifiable part of the college's mainstream activities and involving all subject areas in the college; to the **service provided** e.g. to contribute to local and regional economic development by providing a professional updating, retraining and consultancy service to meet the needs of industry, commerce, the public sector and the professions; to **financial arrangements**, e.g. to develop a self-financing capability and generate an income for the institutions to enhance its PICKUP provision; and **relations with clients and other providers**, e.g. to collaborate closely with local industry and commerce, the public sector and the professions.

Objectives

37. It will then be necessary to translate these broad aims into more detailed **objectives,** indicating what it is intended to achieve related to the timescale available. These should be behavioural objectives, the results of which can be measured and monitored against progress at particular stages (first year, second year, third year), e.g. the creation of an organisation responsible for PICKUP provision, the percentage of college work which falls into the PICKUP category and the number of subject areas involved, the expected growth and the volume of provision in each subject area, the growth in income and surplus over expenditure and the development of particular collaborative arrangements with other institutions and training organisations.

Market Research

38. An assessment of the adult training market will be necessary to show the level and nature of demand for PICKUP and how this has been assessed locally and regionally.

Market Strategy

39. This should show how existing and future provision can meet the needs of existing and potential clients and how demand for the provision can be maintained and increased. This should include details of any collaborative arrangements to meet local needs.

Development Strategy

40. This should indicate briefly the potential for developing PICKUP activities in the future, including how they may relate to the college's overall academic plan, constraints affecting development and possible ways of removing them.

41. It will also be necessary to include statistical information either by subject area and/or in a separate PICKUP classification as required by the LEA and college. For PICKUP, the requirement will normally be an estimate, using the FESR cost recovery classification, of the number of PICKUP students, the number of student hours (from which FTE figures can be obtained if required), the number of courses or provision offered and the total gross fee income, covering the current year and targets for the succeeding three years of the planning cycle.

42. The information provided in a strategic plan is expected to be in broad terms, indicating the general pattern of provision and future trends in development. As much PICKUP provision needs to be flexible and consists of short courses, open learning, tailor-made training packages and short-term consultancy work, it will not be possible or necessary to determine exactly which courses will run over a number of years. It will, however, be necessary to estimate, through careful marketing research and strategies, the amount of business which should be obtainable in each sector. Those estimates will be derived from business plans.

43. While strategic plans will normally provide information on the broad pattern of provision over a period of three years, it will also be necessary to provide an annual programme of existing and new provision for the coming year which should be linked to resource requirements. It will, of course, also form the basis for publicity, although since flexibility needs to be an important characteristic of PICKUP operations, amendments to the programme must be expected. A key part of many business strategies will be to maximise the number of courses which are repeated, to establish modular or unit-based courses for individual adult learners, college or distance learning-based, which increase continuity; to establish annual programmes which satisfy the structured retraining requirements of professional bodies and contract training or consultancy arrangements with firms; and to sell products like training materials. Those kinds of provision provide a more stable base for PICKUP activities than speculative open courses, although the latter have an important part to play in PICKUP provision.

Monitoring and Evaluation

44. Information on performance will be needed by the LEA and the college. It will also be vital information for those responsible for PICKUP provision to enable them **to improve its quality and effectiveness** and judge progress towards the agreed objectives. Monitoring quantitative aspects of provision is not normally difficult and progress can be measured against the objectives set previously, e.g. the number of PICKUP students enrolled, the kind of provision offered, and the total gross income. Some of the information required will need to be available for inclusion in the annual FESR short course monitoring survey. Financial control will also need to be established and monitored in terms of income, expenditure and cash flow to provide profit and loss statements, to ensure good housekeeping and satisfactory progress against targets.

45. A qualitative assessment of performance will be more difficult but will be just as important to the future of PICKUP operations and the reputation of the college. Client firms and mature adult student customers will form their own critical judgement on the quality of provision and also firms may request a joint assessment of the outcomes of training. The quality of provision will always be a crucial element and will increasingly become a vital issue as competition increases. It was also an important aspect noted in the August 1988 HMI report *The Contribution of Further and Higher Education to Professional, Industrial and Commercial Updating*[8]. HMIs found encouraging examples but pointed out that growth was often constrained by lack of suitable academic staff, support staff and poor facilities. Whilst most classes were found to be satisfactory and 20% were of a high standard, there was considerable room for improvement, especially in terms of adapting teaching and learning styles to the needs of adults.

46. Evaluation can only take place against defined course objectives. The degree of satisfaction with provision can be judged in a number of ways, all of which present difficulties. The following objectives can be used as a structured approach:

- *Trainee Objectives*
  Participants on courses react to the provision offered. They form views on staff competence, methods of teaching and learning (including their own participation) and the usefulness and interest of the subject matter. Their response can be measured during and at the end of the training session.
- *Learning Objectives*
  As a result of learning, participants may change their performance at work and this can be measured some time after the training provision.
- *College Objectives*
  The college should ensure that the quality of provision in terms of 'fitness for purpose' is satisfactory to protect its reputation and also ensure continued provision since it does not have a captive market and clients can go elsewhere. Colleges should be concerned not only with the quality of the teaching and technical content, but also with ensuring that training programmes are relevant to the interests of trainees, are intellectually stimulating and encourage learning habits. Quality control mechanisms devised for long courses are often not suitable for PICKUP provision, although the accreditation and certification of some PICKUP courses by examining or professional institutes or, as a result of inclusion within NCVQ categories, may make the mechanisms more relevant.

47. All staff involved in PICKUP must be concerned with quality issues, but it is also advisable for some senior member of staff to be specifically concerned with quality aspects. This would entail seeing evaluation forms, receiving any comments from clients, observing some classroom or project situations, listening to comments and noting any reported deficiencies of teaching or support staff, accommodation, meals and equipment and, later, asking searching questions about repeat business and student members. The commitment to quality by the institution should be an integral part of the strategic plan with an emphasis on continuous improvement rather than emphasising the use of controls. **Quality cannot be left to take care of itself; it must be planned for and built into provision from market research through to design, delivery and support services before and after provision.** This will

require a commitment of resources and effort, but such investment will be worthwhile, as a good reputation is a college's best selling point, while a poor reputation can be very costly (for further reading see *Quality in NAFE*[9], *Achieving Quality*[10], *Planning Staff Development*[11], *Towards an Educational Audit*[12]).

Performance Indicators

48. One important aspect of monitoring and evaluation will be the decision to establish appropriate performance indicators (PI) which can be useful tools for good management and an aid to comparative judgements. Many performance indicators devised for long courses may not be suitable for shorter ones, since it is difficult to establish common standards and because the course requirements and resource commitment are often dictated and paid for by the clients. Satisfaction of the client and customers will therefore be a crucial indicator of performance.

49. Nevertheless, the college needs to take a critical overview of PICKUP operations and be able to **set performance indicators** which it finds useful. These are likely to relate to reaching specified targets, e.g. student numbers, student hours and gross earnings, number of departments involved in PICKUP work or degree of self-financing. It would also be possible to establish investment benefits such as gross income earned per £1,000 invested. Clearly, these kinds of indicator need to be used with some care but may be useful in comparing alternative investment options and in setting targets. For further reading see, for example, *Managing Colleges Efficiently*[13].

50. It is important that an overall evaluation of provision takes place at an appropriate point in the planning cycle so that the results can be fed into the rolling plan and annual programme. The overall questions or progress which will need to be answered are:

- Was the demand for PICKUP provision met successfully in terms of quantity and quality?
- Was that objective achieved in an efficient, cost- and price-effective way?

If the answers to these questions are positive, then the college will have successfully contributed to the FE provision for its locality as intended by the Education Reform Act. If the answers are negative, then the provision will need to be reviewed and changed.

SECTION TWO

RESPONSIBILITIES

51. A key aspect of the Education Reform Act is that it alters the relationship between LEAs and colleges. The intention is to give colleges as much freedom as possible to manage their affairs and allocate their resourses as they think best within the framework set by the LEA.

The Local Education Authority

52. Whilst the governing body of a college will have general responsibility for the running of the college, **the LEA retains a strategic responsibility for securing adequate provision in its area** and for monitoring progress. It also has responsibility for a development fund and for specific grants (discussed in section three). The LEA is also part of a local authority which employs a large number of staff, has a careers service and a strategic responsibility for urban and rural planning. Additionally, it may be actively involved in supporting economic development in its area. The support for grant aid, the potential opportunity of supplying training to LEA employees and the possibility of offering training and other services as a part of economic development initiatives are all good reasons for those responsible for PICKUP in colleges to maintain close links with the LEA and to be aware of its strategic requirements and monitoring systems. Following on from its policy on PICKUP, an LEA should identify someone in the authority who would work closely with staff in colleges responsible for PICKUP activities.

The College

53. Each college will have a new governing body, in line with the provisions of the 1988 Act, which will be responsible for the general direction of the college in accordance with the college's articles of government (see *New Governors for FE*[14]) and for determining, within the planning and financial framework set by the LEA, the pattern of courses to be provided. Governing bodies will have delegated budgets and power over staffing matters, including appointments, salaries and conduct.

54. This means that colleges will have more flexibility than before in staffing matters which, bearing in mind the need for colleges to be able to react quickly and efficiently to meet new PICKUP requirements and give staff appropriate remuneration, will provide more satisfactory arrangements to support PICKUP activities than previously. The fact that the costs incurred will be met by the price charged for PICKUP services means that a more effective relationship between costing and pricing can be created and greater financial incentives made available to those who wish to be involved in PICKUP. In order to manage this more flexible situation, it is advisable for colleges to devise **a code of practice** covering conditions of employment, working arrangements and remuneration, including perquisites, for those staff involved in PICKUP work.

55. Within colleges, responsibilities should be clearly defined so that PICKUP may develop in a planned way. This will ensure that an efficient service will be provided to clients and a satisfactory image created for the college.

56. Although a number of departments and services will make significant contributions to PICKUP development, **there should be a senior member of staff with specific responsibility for managing and co-ordinating PICKUP work within the college as a whole.** A variety of titles exist, including PICKUP Manager, PICKUP Development Officer and PICKUP Co-ordinator. The status of this post should be such as to allow easy access to senior management and senior staff who administer and deliver PICKUP in departments or other divisions of the college.

57. The post should provide a central focus for PICKUP throughout the college and the holder of the post would have a number of key roles. These would include:

- advising college management, and through it, the governing body in making decisions on the development of PICKUP provision in the college;
- responsibility for preparing proposals for PICKUP for inclusion in the three-year rolling development plan cycle and the annual programmes, including a financial statement setting out the financial consequences of the proposals;
- co-ordination of the development and use of PICKUP resources;
- overseeing the implementation of the annual programmes and the official delivery of PICKUP services;
- monitoring and evaluating PICKUP provision, income and expenditure.

58. The importance of this role for PICKUP cannot be over-estimated, but the skills needed will depend partly on the scale of the PICKUP operations and future development and partly on the organisational structure of the college. PICKUP can be organised centrally, delegated to the departments, or the two methods can be combined through central co-ordination of dispersed departmental activities.

59. The effect of the 1988 Act will be to place emphasis on the co-ordination and efficient management of provision by the college, since it is difficult to see otherwise how strategic plans backed by reliable financial statements and college-wide annual programmes can be produced easily for the annual planning cycle, or how PICKUP can be properly delivered, monitored and evaluated. There are other potential advantages to a centrally co-ordinated approach. They are:

- a greater presence and higher profile in the college and outside;
- clearer identification of responsibilities and relationships within the college organisation;
- shared economies of scale in relation to costs of support staff, e.g. secretarial and administrative staff, specialised teaching equipment and the skills needed for activities such as marketing, publicity, producing open learning materials, etc., and the development and use of information systems, e.g. marketing data, financial information, monitoring provision, staffing details;
- increased opportunities to share ideas and experience and to organise staff development programmes for those teaching adults and carrying out PICKUP activities;
- the development of a group identity and supportive network of contacts which can identify common problems across the college, e.g. shortage of teaching accommodation suitable for adults, conditions of service appropriate for PICKUP staff.

60. If a PICKUP Manager or Co-ordinator is appointed or a PICKUP Unit created, it is important that the status of the Manager and the job specification are clearly defined, that reasonable security of tenure is given and adequate working accommodation and resources are provided. It is advisable for the Manager to report to a senior member of the management team of the college and work with a small working group set up from amongst members of staff of the college committed to developing PICKUP activities.

61. The person appointed will need a wide range of management and financial management skills (see Appendix E). It will also be necessary to set up an efficient information system containing market information on firms and their needs, on the skills and experience available in the college to match needs and any gaps, and financial information and data required for monitoring provision and income and expenditure.

Staff Responsibility

62. All members of staff engaged in PICKUP work should be clear about the college's responsibility **to deliver PICKUP provision to a high professional standard** and in accordance with any contracts which may have been made with individual clients.

College Companies

63. Another form of organisation available is to create a separate college company or companies under the FE Act 1985, 'Commercial Activities in Further Education'. The Act was designed to clarify the position of colleges already involved in commercial activities with a profit motive and to encourage other colleges to become involved. It permits LEAs, through their FE establishments, to sell goods and services which arise as by-products of their educational activities at their open market value. Some college companies were set up before 1985 but most of the present ones were created after the Act came into force.

64. It might be expected that the provisions of the Education Reform Act delegating financial powers and giving greater autonomy to colleges would lessen interest in the creation of college companies, but a survey[15] by Tony Russell of North East Worcestershire College in 1988 revealed that, although some colleges with companies identified a number of disadvantages, others saw the company mechanism as a useful option, even within schemes of delegation. The main advantages were seen to be the ability of the company to raise capital, to improve commercial credibility and market image and also to have a financial independence separate from the college.

65. The general trend found in existing college companies was an encouragement to expand existing activities and to become a useful vehicle for new development. It may, therefore, still have a role to play under the 1988 Act and certainly provides potentially useful examples of the operation of commercial activities for the benefit of education. Although not within the direct control of LEAs, the work of college companies will need to be taken into account in the cycle of planning under the 1988 Act as contributing to the adequate provision of facilities in an area.

66. Those colleges within the LEA framework with assisted status will, under the Companies Act, be able if they wish to become corporate either by operating under a Trust Deed like voluntary colleges, or become incorporated as companies limited by guarantee like the former ILEA polytechnics. They may also seek to be registered as a charity, which offers advantages in relation to soliciting and receiving gifts (e.g. equipment) and raising funds.

67. The Education Reform Act implicitly assumes that, where it is undertaken, incorporation will be limited by guarantee. The main advantage of incorporation now that much power over college management and finance has been delegated to colleges is that colleges may become legal entities and may enter into contracts on their own behalf, e.g. with companies, and act on their own. This kind of freedom of action clearly offers benefits to colleges working closely with firms and other agencies involving much contract work, but incorporation raises a range of issues which will need to be considered by colleges (for a discussion, see John Bevan in *Planning the FE Curriculum*[6]).

SECTION THREE

FINANCE

68. This section examines the financial arrangements in further education with respect to the provision of PICKUP programmes. Although the provision of PICKUP arises essentially from educational decisions and also a wish to contribute to the economic well-being of the local community, it also provides a valuable opportunity to produce an additional income for the college. In some colleges, such income is minimal and in others a significant additional income has been generated. In order to achieve this income, it is essential to ensure that the financial arrangements and procedures help rather than hinder the provision of income-generating activities.

69. The 1987 FEU report on implementing PICKUP identified a number of problems associated with LEA financial regulations, especially those related to costing and pricing, fixed annual budgeting, retention of profit, and with managing PICKUP activities in an efficient and profitable way. The Education Reform Act has removed or shifted to the college many of the former problems, but puts increased emphasis on good financial management and value for money.

College Budgets

70. The 1988 Education Reform Act requires the LEA to determine annual college budgets in a way which clearly sets out the basis of the budget and then delegates the management of the budget to the governing body of the college. The intention is to give college managers as much freedom as possible to allocate their resources as they think best within the strategic framework set by the LEA.

71. PICKUP activities are expected to be self-financing and it is unlikely that LEAs will normally include funds for PICKUP in their basic college budgets. The 1988 Act is, however, intended to encourage colleges to earn additional income by providing courses and services for the local community, including in particular the business community. LEAs are required to specify in their schemes how this income will be treated when college general budgets are set.

72. It is expected that colleges will be given every incentive to earn what they can and, accordingly, be free to determine the fees for cost-recovery courses and the prices to be charged for other services. Where the LEA incurs expenditure, such as with any administrative or advisory services, it may wish to claim a proportion of the income, but in all cases colleges should be able to retain a substantial majority of the income and the whole of any profit. LEAs and colleges will be required to determine the most effective way of handling and accounting for income with a view to **maximising incentives for colleges to earn such income.**

73. Each delegation scheme will set out the powers and responsibilities of governing bodies with regard to the spending of the budget but all will need to include power to incur expenditure within the budget, powers of virement and to spend any part of the budget as they think fit. If colleges, by their enterprise and good management, produce a surplus in one year, they may **carry it over to the following year,** subject to the provisions of the scheme. LEAs may also consent to colleges holding external bank accounts in respect of some of their activities.

74. These provisions provide a much different and more encouraging financial framework for PICKUP activities than hitherto and many of the problems described in the 1987 implementation of PICKUP report will disappear or be

ameliorated. The central issue of good financial management will remain and will require appropriate financial skills and an effective financial management system to provide a sound base for PICKUP operations.

Excepted Items

75. The LEAs will be entitled in their scheme to hold back from individual college budgets certain items of expenditure ('excepted items'). Amongst these items are two which are of interest to those responsible for PICKUP activities in colleges.

Development Fund

76. These are, first, for setting up a **development fund** which may be used to pump-prime activities which they wish to promote, such as curriculum development, research work, marketing drives, outreach work, the development of provision for those with special educational needs and the development of work with employers or other groups. While not necessarily directly funding PICKUP work, some development fund activities contributing to the overall FE strategy of the LEA, such as marketing research, are likely to benefit PICKUP programmes.

Specific Grants

77. Secondly, the identification of **specific grants** such as specific Government and European Commission grants, including Education Support Grants, Local Education Authority Training Grant Scheme (LEATGS) funds, money provided by the Training Agency Development Fund and also Urban Programme funds. Colleges may still take the lead in negotiating and ensuring funding, but only LEAs can enter into any resultant legal contracts. In some cases, e.g. Education Support Grants, the LEA will also need to make a financial contribution. The arrangements for handling specific grants will be set out by LEAs in their scheme of delegation, which should be consulted.

Other Grants

78. Other sources of funding, not classified as specific grants by the provisions of the Education Reform Act, may be available from the DES and other Government departments, FEU, the Training Agency (see Appendix F), and other agencies anxious to promote adult training, often in relation to local economic development. These grants, all of which will have particular objectives to be achieved, can be an invaluable element in the strategic development of PICKUP. **Staff responsible for PICKUP work will need to keep a close watch for sources of development funding.** Two useful sources of information are:

National Grants Data Base
Guildford Education Services
32 Castle Street, Guildford, Surrey GU1 3UW
(Tel: 0483 579454)

Paying for Training (3rd ed. 1988)
The Planning Exchange
186 Bath Street
Glasgow G2 4HG

79. The information available may also be of importance to clients as it may help to pay for training services, and colleges should use it as part of their marketing strategy by advising clients and for determining prices.

80. Unless a college has corporate status or works through a college company, grants will normally be funnelled through the LEA, and the LEA may be required to make a contribution (as in the LEATGS programme). It is of crucial importance that good liaison arrangements are made between those responsible for PICKUP in the college and the appropriate person in the LEA, not only to expedite submissions but also to take advice from the

authority and make sure that the proposals fit the new strategic planning delegation arrangements. To make the best use of special funds and to retain the credibility of sponsors, it is important that projects are carried out and managed effectively to achieve the agreed objectives in the time available (for advice on projects, see *How To Manage A Project*[16]).

Financial Planning

81. While development funds and grants may be of great value, it must be assumed that the bulk of the income will come from self-financing activities. This means that while the aim is to provide an effective educational service for local firms and adults requiring training, the financial arrangements must be placed on a business footing. If PICKUP activities are tiny, it may be enough to keep accurate records and ensure careful supervision to make sure each activity does not make a loss.

82. If, however, PICKUP provision is large and complex, or growing as it should, it will be necessary to regard it as a significant part of the business of the college and plan for it accordingly. It has some different characteristics from other more traditional areas of college work: it has a diverse market which is not easily identified and is changeable; it has a wide range of products — in-college and in-house training, distance learning, training materials, advisory and consultancy services — but needs to be flexible and responsive in the kind of product it offers; it has costing and pricing difficulties compared with traditional education; it will need to employ for part of their time a wide range of teaching and non-teaching staff across departments; and it needs a range of management and financial management skills to support its activities.

83. Like other businesses, it needs to be responsive to clients but, also like other businesses, **it must plan and develop its services in a systematic way, with credible financial objectives** to be achieved over a reasonable time. In a large college with many educational objectives and a wide variety of products and services to offer, it would be inappropriate to expect every activity to be fully cost recovering, nor is it a requirement for viability. But to sustain operations or expand them, it will be necessary, especially within the more resource-competitive environment of the Education Reform Act, to identify the targets for provision and the funding arrangements to achieve them.

Business Plans

84. The strategic planning described earlier will set the broad framework for development, but this will have to be supported by more detailed **business plans** and **operational plans** to ensure that the business objectives are achieved. Business plans established for the whole college or for individual departments will need to contain the marketing, resource and financial policies of the institution which reflect the aims and objectives of the college. The advantages of preparing business plans are:

- they are a valuable management tool;
- they help to clarify the aims and objectives and the appropriate marketing, resource and financial policies required;
- they help to test the viability of the enterprise;
- they provide targets against which success can be measured over an appropriate time span;
- they are an aid to securing resources;
- they assist in the co-ordination of the different aspects of the business of providing PICKUP activities and services.

Aims

85. The starting point of a business plan will be the broad aims or **mission statement of the college**. This statement of purpose will need to be translated into the more specific aims relating to the provision of PICKUP activities and services and the background to the initiative, e.g. who is providing what services, and could include a number of general expressions of what the college wanted to achieve, e.g. develop PICKUP across all departments, integrate it into mainstream work and make it self-financing.

Objectives

86. It will then be necessary to set specific objectives or goals which it is intended to achieve by a specific time. As far as possible these should be quantifiable, e.g. expand PICKUP activities by a certain amount or earn a particular gross income. These intentions will need to be broken down into greater detail covering the expected programme and income for each sector or service, e.g. engineering, management, computing, or consultancy, sale of training materials or open learning service.

Business Strategies

87. The identification of specific objectives which are attainable can only be derived from a sound business strategy which will determine the options available, e.g. greater market penetration for existing products, development of new products and services for the same market or developing new products for new markets. In a large college, a mix of strategies may be appropriate, but account will need to be taken of the costs and risks involved. A business strategy is only likely to succeed if it builds on strengths and either avoids or rectifies weaknesses.

88. The selection of the most appropriate strategy should be based on careful consideration of:

- the real strengths and weaknesses of the college;
- external market opportunities and threats;
- a careful analysis of the market and potential markets;
- a close examination of existing products and services and the position of the college in the market;
- an appraisal of the college's main competitors — public and private — and their strengths and weaknesses;
- a marketing plan based upon selected products, the means of delivery and timing, promotion, pricing policy and staff resources;
- a detailed analysis of the financial aspects of the marketing plan including costing and pricing policies to produce income and expenditure estimates, cash flow assumptions and profit and loss statements. It may be also sensible to try and identify the best and worst situations and work out some contingency plans.

Resource Allocation

89. The business plan will only be effective if it is accompanied by **proposals for resource allocation and development** covering, in respect of both existing commitments and new initiatives, the cost of:

- teaching staff (teaching and development work);
- support staff, including administrative and secretarial staff;
- management, financial management and marketing;
- accommodation (teaching and office);
- technical and office equipment;
- travel;
- other operational and revenue expenditure, e.g. publicity, staff training;
- overheads — lighting, heating, telephone, office and teaching materials.

It also needs to be supported by an efficient **organisational structure** and appropriate **management expertise** (this is also discussed later). All these will contribute to the success of the proposals, but, above all, they will be dependent on the quality, enterprise and energy of the people involved and the commitment of staff and senior management to the enterprise.

90. Business planning should have a number of timescales, with more detailed planning covering a short period of up to about three years, and be subject to review and updating. Starting up a business, maintaining it and expanding it all bring different problems. Once income has been earned it can be used to recover costs, and profits retained can be used to develop further services as intended in the new Education Act.

Resource Investment

91. Starting up or developing a new sector of the market, or new materials, requires the investment of resources either from external grants or allocated by the college, and a reasonable period of development will be needed to penetrate the market and develop an appropriate scale of operations before the enterprise becomes profit making. It is essential that, as in any other business enterprise, **pump-priming investment or development funds are made available** to ensure growth and change; but all major investment proposals should be accompanied by an **investment appraisal** which sets out the educational and financial case for the proposals, including evidence of market demand, a financial analysis of expenditure, income and profit, an assessment of the risks involved and the timescale of the initiative. Where schemes allow the retention of profit and a carry over of income from one financial year to the next, it will be possible to build up surpluses and recycle them into new developments. It should, however, always be possible to make a case for new money to finance an urgent and potentially profitable enterprise.

Financial Arrangements

92. To operate on a business-like basis and to be confident about the financing of future operations, it is essential that those responsible for PICKUP operations are permitted to have a **separate college suspense account** so that income and expenditure can be identified and surplus calculated. They should also have supportive financial procedures which enable the enterprise to be run efficiently in a business-like way, e.g. easy access to financial information and rapid clearance of cheques.

93. **A familiarity with college and LEA financial regulations** will be necessary if PICKUP activities are to be identified as a cost centre and encouraged to be run on business lines. The 1988 Act requires LEAs to determine how they will apply the authority's financial regulations and standing orders to colleges with delegated budgets and what arrangements they will make for auditing college finances. Those responsible for PICKUP will need to be conversant with the LEA **financial procedures and management information services.**

94. To retain a self-funding capability and a stable or expanding budget surplus will require considerable financial skills as well as good PICKUP products and services. A key element of financial strategy will be to ensure sufficient repeat business from satisfied clients and customers to give an important element of stability to the annual budget as well as being the launch pad for new business for new clients.

SECTION FOUR

COSTING AND PRICING

95. A further key element of financial management will be to ensure that correct decisions are made on **costing and pricing.** Following the delegation of expenditure to colleges and their freedom to fix the fees and prices of cost-recovery activities within the provisions of the scheme, it will be increasingly important to have the correct policies and procedures.

96. If PICKUP activities are to be self-financing, they must represent the true costs and benefits to the provider. This does not necessarily mean that each PICKUP activity must cover its costs or make a profit. There may be good educational, community or marketing reasons why the costing, pricing and profit strategies may be varied (within limits) in the case of some provision, provided that, overall, the budget balances or shows a surplus. Financial strategy and financial and decision-making procedures for costing and pricing must, however, be agreed at senior college management level and be set out clearly in a **manual of guidance** available to all staff making a contribution to PICKUP provision.

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Costing

97. It is advisable to develop an agreed formula for calculating **costs** while retaining some flexibility in determining and applying them. The costs of course provision, for example, should normally include:

- direct staff salary costs, plus college on-costs, for preparation and delivery, including staff development costs;
- technician and support staff costs and employer on-costs;
- course material, e.g. manuals, hand-outs, video hire, software;
- use of equipment;
- publicity and selling;
- accommodation;
- catering;
- hospitality;
- travel and subsistence;
- overheads — normally a service charge to cover such items as lighting, heating, maintenance and central administration, often calculated as a percentage of staff costs. A percentage may also be charged by the LEA to cover its notional administrative costs;
- development costs in relation to the expected life span of the course;
- a contribution towards future developments;
- taxes and other costs as appropriate.

98. The development of an efficient financial information system in the college and in the PICKUP cost centre should enable increasingly accurate costing to replace, where possible, notional figures used by the LEA or Training Agency. The provision of short courses does not normally entail the use of the same college or LEA resources as a traditional long course and this should be reflected accurately in any overhead charges.

99. The provision of consultancy or open learning services and the sale of training materials bring different costs, and the correct elements and how to calculate them should be set out clearly in the guidance manual. If a college offers a wide range of provision, it will need considerable flexibility in interpreting and deciding costs, i.e. it will use differential costing depending on circumstances, e.g. marginal costing, opportunity costing, in-kind payments from employers or social benefit costing, but it is important that in each case the basis of the decision should be known and should fit the PICKUP financial procedures and financial plan.

Pricing

100. Costing is usually related to the number of students involved since there may be economies of scale. The same is true of **pricing** and once the expected income is calculated, a break-even point can be established for each activity. This is particularly important in the case of open courses since the courses are being offered in an uncertain market. In closed courses, the student numbers are usually agreed beforehand with the client and variation or cancellation fees charged if necessary.

101. The 1987 report on implementing PICKUP found it was common practice in LEAs and colleges to establish the cost of provision and add a percentage to fix the price, irrespective of such consequences as under-pricing or over-pricing. Now, depending on the provisions of the delegation scheme, colleges will normally be free to determine fees for cost-recovery activities. **Pricing therefore becomes a matter of college policy.**

102. To develop a pricing policy for PICKUP activities, it will be necessary to have certain information available. This will include:

- a breakdown of institutional costs;
- a knowledge of prices charged by competitors for similar courses;
- a knowledge of the market;
- the life cycle of the product (Is it new, in mid-life or old?);
- what is it that the customer wants to buy?
- the training budgets and spending styles of potential clients and the expectations of customers, i.e. what they normally expect to pay.

103. Much of this information will be collected as part of the college's marketing research and through contacts with local firms and other colleges. Many colleges are part of a nationwide marketing network which helps colleges to develop their marketing services and is a source of marketing information (see Appendix G). Information on the national scene can be obtained from a number of sources including BACIE, the Institute of Training and Development and the PICKUP Training Directory, which is maintained by Guildford Education Services Ltd and gives details, including prices, of over 20,000 courses offered by colleges.

104. Pricing policy should be closely related to the educational policies of the college, the objectives set out in the strategic plan and business strategy outlined in the PICKUP business plan. For example, it might be desirable to aim for a high volume of business to meet a large demand at lower prices, rather than concentrate on a smaller market and charge higher prices. Some pricing objectives may be more influenced by financial requirements set out in the business plan, e.g. the need to repay development funding or maintain cash flow.

105. Once the main objectives are identified, it will be necessary to decide the appropriate strategy to achieve them. When a college is a market leader or is part of a group of providers, it may choose to adapt a passive strategy of maintaining its position. If it intends to grow, it needs a more active strategy such as skimming the market, adopting high prices for those prepared to pay and accepting low or modest sales; or adopting a penetration strategy seeking to achieve a high market penetration and share with modest or low prices, i.e. low profitability compensated by volume; or operating an incentive strategy, i.e. offering reductions according to numbers or giving a discount for fees paid in advance. Some markets are more price sensitive than others and great care is necessary.

106. The price for each PICKUP course or product offered within a particular **strategy** will then be determined by:

- considering what the market is likely to bear — if prices are set lower, it will be difficult to increase them later;
- differential pricing based on segmenting the market;
- negotiated pricing for closed courses — the service being tailored to fit the agreed price;
- cost plus pricing, consisting of the cost of provision plus an additional element of profit.

107. It should be remembered that price is often regarded as an indicator of quality. Judgements on actual quality will be made by the client and customers prior to, during and after the training event. The price charged to clients should be perceived by them as fairly representing the value of the total package of services. That package would normally cover client services, efficient administration, the location of the venue, parking, quality of accommodation, equipment, teaching and learning effectiveness, refreshments, audio-visual services, back-up literature and after-sales service. Effective organisations are those which provide clients and customers with the right product at the right place and right time and also at the right price, i.e. value for money.

108. Colleges with a history of providing successful full-cost courses will be able to command better prices than newcomers, especially if the college has little experience of marketing and presents a poor image. Colleges need to look carefully at the image that they present to employers. Research, marketing, selling and consultancy skills are essential parts of PICKUP activities and will help colleges to present a favourable image which, in turn, will affect price. Presentational skills like those developed in the Industrial Liaison Pack produced by Longlands College can assist a college to present itself better to employers. *Marketing PICKUP*[17] produced by Wigan College is a useful set of learning materials to improve marketing skills in colleges. The FEU/FESC report *Marketing Further and Higher Education*[18], the *FEU/PICKUP Staff Development Programme*[19] and the *Responsive College Marketing Materials*[20] are useful sources of learning material concerned with marketing and client-college relationships, including ways in which colleges may become more responsive to client needs.

Financial Regulations

109. The Education Reform Act 1988 requires that the financial administration of colleges should be conducted in accordance with the Authority's scheme of delegation and any relevant financial regulations and standing orders made by the Authority after consultation with the Governing Body. Both the LEA and the college will be bound by the requirements of the **Further Education Act 1985,** which sets the legal framework for the sale of goods and services and which requires that all supplies must be made at not less than their open market value, and the relevant parts of the Local Government Act 1988 and Local Government Planning and Land Act 1980 (as amended by the 1988 Act and Regulations) concerning competitive tendering.

VAT

110. Under the Education Reform Act, where a maintained college enters into a contract to spend part of its delegated budget, it does so on behalf of the LEA. The LEA will retain ownership of any goods or equipment purchased and will have the ultimate responsibility for ensuring that contracts are fulfilled and invoices paid. The LEA's ability under Section 20 of the VAT Act 1983 to claim refunds of VAT on purchases in respect of their non-business activities is not affected by the delegation arrangements.

111. Under the 1983 Act, commercial transactions attract VAT but the Act also states that 'Education which is provided at or above direct cost but otherwise than for profit is exempt, except certain recreational and sporting activities which are standard rate'. The exemptions from VAT of the supply of education and training are described in Schedule 6 — Exemptions: Group 6 — Education, of the 1983 Act which indicates that the provision of education or research (by maintained colleges), otherwise than for profit of:

i) (a) education or research of a kind provided by a school or university;
or (b) training or retraining of any trade, profession or employment;
ii) the supply of any goods or services incidental to the provision of any such education, training or retraining to the same persons included in (a) or (b) above;
iii) the provision of any instruction supplemental to the provision of any education to the same persons included in (a) or (b) above

is **exempt** from VAT.

112. VAT leaflet 701/30/87[21] indicates that this relief from VAT does not extend to education which includes provision of tuition in, or facilities for, recreation and sporting activities, except as part of a general education curriculum. The Value Added Tax (Education) Order 1989, which extends the exemption from VAT enjoyed by universities and schools to polytechnics and other centrally funded institutions, also excludes all courses in English as a foreign language which are above full cost and holiday courses of a recreation or sporting nature from exemption from VAT.

113. The VAT leaflet also indicates that the supply of provision is made otherwise than for profit if the charge made for provision is designed to do no more than recover the full overhead inclusive cost of making the supply.

114. Supplies of education or training ordered and paid for by the Training Agency are exempted from VAT.

115. Assisted colleges which take corporate status would not fall within the general legal umbrella of the LEA and would have legal responsibility for their own actions. They would need to negotiate their VAT position with the Customs and Excise (as was done with the London Polytechnics) and obtaining charitable status would be advantageous.

116. **LEAs and maintained and assisted colleges should review their financial arrangements** in relation to current legislation.

SECTION FIVE

STAFFING AND STAFF DEVELOPMENT

117. The efficient development and delivery of PICKUP services can only take place if **adequate resources are available** to them and if the activities are properly managed. Furthermore, the resources and management style must be appropriate for an organisation which is dealing with senior staff in firms and which is offering courses and other services to adults in employment who expect to be treated in an adult way and be offered a quality of service above that of a young college student.

College Image

118. If the college is to gain and hold the confidence of its clients and customers, it must be able to present the right image in all that it does and operate to high professional standards. A significant proportion of business may be won or lost not on the ability of the college to deliver good courses, but on the image that the college or its representatives present to its clients. That image, which should represent what the college wants to achieve and how it wants to be judged, will be evident from the style of its staff, its accommodation, its notepaper and such less tangible qualities as 'friendly', 'flexible', 'business-like' or, of course, 'unfriendly', 'inflexible', and 'sloppy'. For an image to be successful, it always needs to convey a positive message about the product and about the service it represents.

119. The image, which should be selected by design and not by default, will be dependent on the strengths of the college, its position in the market and the segments it chooses to work in, e.g. does the college have a national, regional or local reputation? does it offer courses at a low or high academic level? does it offer courses for operatives or managers? It will also be dependent on the resources available to make changes and the commitment of senior management to create the right image.

120. The decision on image will have to be understood and conveyed to all staff and resources committed to support the changes thought necessary. Those resources will include:

- management and administrative staff;
- academic staff;
- support staff;
- accommodation, including parking;
- equipment, including telephone, fax and copying facilities;
- services including catering and cleaning;
- revenue spending, e.g. on travel and subsistence, publications, printing, publicity, lighting and heating.

121. The most important resources are people, since they provide the skills, commitment and enthusiasm which make the best use of all forms of resources and drive the enterprise along.

Staffing

122. Staffing PICKUP activities needs particular care, partly to ensure the right management skills and structure and partly to make certain that **academic staff have the right mixture of technical and teaching competence appropriate for teaching adults in employment.** These requirements should be borne in mind when staff are being selected for appointment.

PICKUP Management

123. **The appointment of a senior member of staff as PICKUP Manager, Development Officer or Co-ordinator is essential** if the PICKUP initiative is to be efficiently managed and satisfy the planning and budgeting requirements associated with the working of the Education Reform Act.

124. A PICKUP Manager will only be able to operate successfully if easy access is available to senior management in the college and proper accommodation and support staff are provided. Often this is achieved by setting up a PICKUP Unit or Continuing Education Centre, which provides a focus for the planning and development of PICKUP activities, and an administrative support system for departmental staff and consultants offering PICKUP courses and services.

125. The potential roles of the PICKUP Manager have already been discussed in the section on responsibilities and the person appointed should have the knowledge, skills and attitudes to match the job requirements. The key areas are:

- knowledge of the LEA and college environments and requirements;
- understanding and experience of the education and training of adults;
- personal skills which include problem solving, strategic thinking and planning, deciding priorities, decision-making and entrepreneurial skills;
- resource management, including information handling, organising, monitoring and controlling skills;
- financial management, including forecasting, budgeting and controlling skills;
- people management, including team building, leadership and communication, negotiating, motivating and delegating skills, tact and diplomacy.

A diagram prepared by staff at Bristol Polytechnic which illustrates in more detail the role and skills of a manager is reproduced in Appendix E.

126. Clearly, the development and implementation of an extensive PICKUP programme will require a wide range of organising, teaching and technical skills and will involve many people. An important aspect of the manager's role will be **team building,** not only to develop a sense of common purpose, but also to share and develop the various skills and areas of knowledge of all those involved. The manager will in any case not be able to administer a large and complex programme of work alone and will need appropriate administrative support, depending on the scale of operations.

Academic Staff

127. As in all education provision, PICKUP requires competent and committed staff. However, the nature of PICKUP work creates special demands both on individual members of staff and on staffing arrangements. In order to extend the PICKUP services of the college, it will be necessary to make staff aware of the role of PICKUP and the community and personal benefits which can be obtained from PICKUP work.

128. The development of PICKUP activities as part of college mainstream activities to meet the needs of local industry and commerce, as set out in the strategic plan of the college and LEA, requires the staffing and staff development of the PICKUP programme to be regarded as an equally important part of the whole staffing strategy and staffing policy for the college. Staffing PICKUP is, in principle at least, of the same importance and requires the same care as any other college activities. In practice, it requires more care, since PICKUP involves more selective clients and customers who can often easily go elsewhere and who expect a high level of service and professional competence. Developing good relations with local industry and commerce, which will be well-represented on the governing body of every college, is a theme which runs through the Education Reform Act. Colleges generally have a good reputation for developing business links, but the new legislation will reinforce the relationship and offer new opportunities to benefit in terms of advice and assistance.

129. For both teaching and non-teaching staff, PICKUP gives an opportunity to update their skills and knowledge. It keeps the individual abreast of development and changes. It enhances opportunities for personal development and promotion by keeping the individual member of staff at the forefront of vocational education and training. And, while PICKUP work should be included in the normal timetable of duties, it also offers opportunities for earning extra income through additional work or consultancy.

130. Departments and the college as a whole will also benefit as PICKUP activities help to develop partnerships and links with industry. Through direct contact with firms, institutions can keep abreast of change. PICKUP offers the opportunity to seek new clients and to update subject knowledge and teaching skills. The quality and relevance of provision are improved and relations between the college and employers are enhanced. PICKUP activities can often help to improve recruitment to other courses and provide equipment and materials that the department would be unlikely to acquire from traditional sources.

Encouraging PICKUP

131. All staff need to be aware of the contribution they can make to the PICKUP programme and what are the possible benefits for staff, the college and the community. This is likely to be achieved only through a good communication system within the college and to a network of other PICKUP contacts outside the college. Colleges and LEAs should **improve their internal and external communication networks** to ensure that staff are kept informed of all relevant matters relating to PICKUP.

132. PICKUP material should be included in any arrangements for the distribution of information. The *PICKUP Handbook*[22] has provided a quick reference point, while *PICKUP in Progress* is published three times a year by the Adult Training Promotions Unit at the Department of Education and Science, which is also a source of many other PICKUP publications, and the Further Education Unit publishes PICKUP bulletins, reports and other relevant material. Close contact should also be maintained with DES PICKUP Regional Development Agents and the Regional Staff Development Officers. The latter are located in most cases at Regional Advisory Councils (see Appendix B and Appendix C).

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Staffing PICKUP Provision

133. Those staff who contribute to the PICKUP programme need to be committed to the value of adult education and training in order to present appropriate attitudes to clients and customers. They will also need a range of professional and technical skills.

134. Some staff will have particular strengths and many wish to take on more specialised roles, such as marketing officer, or concentrate on the development of particular forms of learning, such as open learning. Others may be more interested in developing training materials for sale. Many of the skills needed are those of the consultant, and consultancy will be an important role for selected staff to play. All will need team skills to enable the best use to be made of staff resources and a high professional competence to meet the particular pressures of performing at a high level for short bursts, which typifies short course and consultancy provision.

Support Staff

135. The HMI Report on PICKUP[8] commented on the shortage of secretarial, clerical and technical support which often caused delays in dealing with correspondence and the preparation of teaching materials. **An adequate and balanced provision of support staff is essential** in providing an effective and professional service and avoiding teaching staff carrying out inappropriate duties. The 1987 report on implementing PICKUP noted constraints placed on the availability of non-teaching staff by LEAs and also the important new roles relating to the introduction of new financial systems and new forms of learning, such as open learning, which support staff can play.

The areas most requiring adequate support staff are:

- secretarial services;
- administrative staff who are essential to assist with course administration, financial systems, market research, selling materials and services, and publicity.

136. A number of other non-teaching staff will be involved on a part-time basis and it is important that they understand the particular requirements associated with PICKUP activities and the image that the college wishes to present to its customers. They include technicians, porters and caretakers, car parking attendants and restaurant staff. Support staff are often undervalued, yet they are a key element in the success of PICKUP provision since they come into frequent contact with both clients and customers. They are, therefore, important to the efficient operation of PICKUP services.

137. The increased flexibility available to college governors under the 1988 Act means that some of the previous constraints and uncertainties, such as the grading of courses, staff appointments and remuneration, will now be essentially a matter for college governors, subject to the provision of the delegation scheme.

138. Governing bodies should be made aware that most PICKUP students are mature adults who expect a higher and more sophisticated teaching performance than young students, that PICKUP work is concerned with keeping employees up to date with the latest developments in equipment and techniques and therefore requires more knowledge and effort, and that the resources required, including staff salaries, will be paid for by the customer.

139. The report *Obtaining Better Value from Further Education*[23] advises that: 'For self-financing PICKUP courses which fulfil an important education need, principals should not discourage the development of courses because of their effect on the overall staff-student ratios (SSR) or the college. Rather, these courses should be removed from the reckoning when calculating SSRs and other management ratios. They should be evaluated using other yardsticks aimed at judging their cost-effectiveness and evaluating the extent to which they meet employers' needs'.

140. The advice is reinforced by the report *Managing Colleges Efficiently*[13] which recommends that 'cost recovery courses (including PICKUP) are identified separately as one of the AMS modes of attendance so that both net SSRs (excluding the associated lecturer and student hours) and gross SSRs (for the whole college) can be calculated. The balance between income and expenditure is a more appropriate indicator for such provision than by SSR'.

141. LEAs and colleges are recommended to formulate a common policy for resourcing PICKUP activities adequately and flexibly within a budget which fully takes account of the self-funding nature of PICKUP. The evaluation of performance should consist of a mixture of educational criteria relating to the efficient provision of adequate PICKUP facilities and management criteria relating to the balance between income and expenditure.

Staff Development

142. The purpose of the PICKUP programme is to update and retrain the working population of Great Britain on a continuing basis. With such an objective, it becomes clear that staff teaching PICKUP students, who are experienced adults, must themselves be completely up to date and, for the sake of credibility and reputation of their college, be seen to be fully competent.

143. This can only be achieved by a **systematic approach to staff development.** Staff can be expected to keep themselves reasonably updated on the more theoretical aspects of their work through reading scientific and professional journals, but the practical application of new methods and the introduction of new equipment requires a more organised response, involving training in college, visits to firms or attendance at short courses or colloquia. As PICKUP courses are very much concerned with practical applications, it is

essential that formalised arrangements are made to keep PICKUP staff up to date, not only in the latest technical developments, but also in the opportunities for teaching and the structuring of learning that these developments offer.

144. The construction of the college's annual programme of PICKUP activities must take account not only of any need to update staff, but also allow for development time so that staff can prepare their courses properly and practise any skills and demonstrations, so that they are fully tuned to the forthcoming event. This means that staff development for specific PICKUP events must be properly planned and programmed and appropriate resources made available. This requires a close working arrangement between those responsible for developing PICKUP programmes, heads of department responsible for staff updating and the senior member of staff in the college who is in charge of the college's staff development strategy and annual staff development programmes.

National INSET Network

145. In order to encourage and support PICKUP staff development, the Further Education Unit set up in 1987, with funding from the Department of Education and Science, a national INSET network of PICKUP Regional Staff Development Officers, employed mostly by Regional Advisory Councils, to support the development of in-service training for PICKUP staff in colleges. Regional Staff Development Officers, working in close consultation with PICKUP Regional Development Agents and staff from LEAs and colleges in the region, are responsible for the formulation of regional plans and programmes for PICKUP staff development covering a range of activities, and for providing an advisory service.

146. Regional Staff Development Officers also disseminate the outcomes of FEU/PICKUP research projects and provide information on the availability of staff development courses and expertise. The names and addresses of the Regional Staff Development Officers and the National Co-ordinator are given in Appendix C. The Development Officer with responsibility for FEU's contribution to the national PICKUP initiative is the national co-ordinator of the PICKUP INSET network. **Staff from LEAs and colleges should make frequent contact with PICKUP Regional Staff Development Officers** to contribute to the establishment of regional strategy, participate in the programme of activities and make use of the information and advisory services available.

PICKUP Staff Skills

147. All staff new to the PICKUP programme will need an **induction programme** covering the aims and objectives of PICKUP and the policy adopted by the college; in particular, the need to provide client-centred services which take account of the particular requirements of each client group and actively involve them in the design of provision. Staff technical training for specific courses is, of course, only one aspect of training needs. A range of skills is needed for PICKUP work, some of which are essential for everyone and some of which will only be developed by staff in specialised roles.

148. All members of staff engaged in PICKUP provision will need to acquire professional skills in the following areas:

- a general understanding of business and business attitudes held by potential clients, i.e. knowing the way business works;
- an ability to investigate, develop, design, monitor and evaluate PICKUP provision appropriate to client and customer requirements, i.e. skilled in curriculum development to meet specific objectives speedily;
- skills in facilitating adult learning by different methods, i.e. flexible and stimulating in teaching and learning styles appropriate for adults;
- interpersonal skills related to negotiating with clients and customers on the design, delivery and evaluation of provision and working in a team, i.e. get on well with other people;
- technical knowledge and skills to a high professional standard, i.e. up to date and with a knowledge of practical application.

149. Some staff may require more specialised training in areas such as:

- identifying training needs;
- market research and marketing strategies;
- promotion and selling;
- costing and pricing;
- consultancy skills;
- contract negotiation and procedures;
- client and customer management;
- training the trainers;
- presentation skills;
- producing training materials, including open learning materials;
- modularisation of provision;
- quality assurance.

150. Others may be more involved in PICKUP management. They may need skills in:

- managing change;
- strategic planning and programming;
- operational planning and management for PICKUP;
- resource management, including management information systems;
- financial management, including business planning;
- people management;
- monitoring and evaluation;
- project management;
- managing staff development.

151. The kind and standard of training required will be determined by the objectives which need to be achieved in the time and resources available. Certain objectives may be set by outside bodies, if certification is intended.

Training Audits

152. The determination of the priorities for training and which staff should be updated will depend on the nature and timing of the PICKUP programme, the identification of staff training needs and the resources available. To establish training needs, colleges should carry out a **training audit** which would lead to identification of training needs on both a corporate and an individual staff basis. LEAs and colleges should then plan to make good those deficiencies by:

- expanding their training arrangements and establishing joint schemes;
- seeking industrial placements as part of a policy of developing closer links with industry and commerce (advice on secondments is given in the booklet *Working in Industry and Business*[24]);
- facilitating staff release to attend planned programmes of retraining;
- arranging suitable replacements for staff away from the college.

153. All staff training should include an evaluation and assessment of the benefits of the training and, whenever possible, dissemination of key aspects of the knowledge gained to other staff through bulletins, working papers and staff seminars.

LEATGS

154. The Local Education Authority Training Grants Scheme (LEATGS) makes funding available from the LEA and from the DES if the training falls within the priority areas defined annually in LEATGS. The responsibility for LEATGS remains with the LEA under the Education Reform Act and college staff responsible for staff development will need to work closely with LEA officers.

155. Under the scheme the LEAs submit their proposals for staff training to the DES, divided into national and local priority areas. The Secretary of State supports expenditure on national priorities at a 65% rate of grant and expenditure on local priorities at 50%. In 1990-91, two national priority areas in DES Circular 20/89 are of particular interest to those responsible for PICKUP activities.

156. Priority Area 12 'Management training for further education college staff' is intended to encourage training 'specifically designed to equip academic staff with the skills required for the efficient and effective management of college financial, human and academic resources'. This priority is intended to help colleges respond more effectively to the increased responsibilities they will assume under the delegation arrangements of the Education Reform Act. Although intended to focus broadly across management functions, it offers the possibility of including the kind of resource management and planning skills which are of particular value to those who have overall responsibility for PICKUP activities, particularly at vice-principal level.

157. Priority Area 13 is of more direct concern to staff engaged in PICKUP provision. This priority is intended to encourage training 'to develop competence in the teaching of technical, commercial or professional subjects in the light of recent developments in industry, commerce or the professions'. The eligible training comprises:

- training designed to develop the competence of teachers in the planning and delivery of PICKUP provision for mature learners;
- training designed to enhance the teaching, curriculum development and delivery, marketing and market research skills of teachers involved with PICKUP programmes;
- training designed to increase teachers' awareness of technological and economic change and new industrial and commercial applications in their subject areas.

158. A need for improvement in teaching skills suitable for use with adult learning was highlighted as an area for improvement by the HMI Report *The Contribution of Further and Higher Education to Professional, Industrial and Commercial Updating*[8]. LEAs are also invited to have regard to the implications of the Single European Market in 1992 for the teaching of business studies and the marketing of new technological developments and applications.

159. These priorities clearly offer valuable opportunities for PICKUP staff to make use of funded training opportunities in key areas. To do so, however, those responsible for developing PICKUP activities should have a clear view of staff development needs arising from their intended provision and will also have to develop a close liaison with those responsible for staff development in the college and the LEA working within the planning and implementation cycle of LEATGS. This will be facilitated by networking appropriate contacts and scheduling key dates for action.

Funding Training

160. LEATGS is, of course, primarily concerned with the staff training priorities which are funded by the DES and LEA. Those responsible for updating staff at college management and departmental level will need to plan for staff development on a comprehensive basis and seek a variety of ways to arrange and fund staff development activities. Attachments to firms or agencies for short periods to do a particular job, short-term or part-time secondments to observe working practices and gain hands-on experience, attendance at workshops or short courses and carrying out R & D contracts are all possible ways of covering expenditure, not all of which are expensive. Where grants are not available to support expenditure, consideration will need to be given to using income in the PICKUP account. The cost of preparing for specific PICKUP courses will be an element for inclusion in the PICKUP pricing policy.

Staff Development Studies

161. The Further Education Unit is involved in major studies on staff development and has published a number of pertinent guides and bulletins. Among these are *Planning Staff Development*[25], and associated bulletins[11] which offer advice to those responsible for planning, managing and implementing staff development in LEAs and colleges; *PICKUP Staff Development Programme*[19] which consists of five modules of learning

material to assist staff involved in promoting and delivering PICKUP; and a workshop manual and bulletin offering practical advice on staff development[26] to those engaged in PICKUP activities; and *Towards an Educational Audit*[12], which includes aspects of staff development. (See also Appendix I.)

Support Staff

162. For teaching staff to function efficiently and the college to be run effectively, **non-teaching staff must be given the opportunity, like teaching staff, to update their skills.** Those in administration may be faced with new management systems or technicians may be asked to set up and demonstrate new equipment.

163. Staff development for support staff should be given a higher priority to ensure systematic and comprehensive provision of relevant development programmes. Some staff, e.g. secretaries and administrators, may work full time on PICKUP activities. Others, such as technicians, will work in departments and there will be others providing a college-wide service. All will need to know something about PICKUP objectives and expectations and will need to be carefully briefed before every event and made aware that it requires team work from all members of staff (teaching and non-teaching) involved to ensure that events run smoothly and effectively.

Support Staff Skills

164. All support staff will require common skills, which include:

- customer care;
- team work;
- interpersonal and communication skills.

The following will also require specific skills related to their particular job:

- course secretary/administrator;
- receptionist;
- telephonist;
- caretaker/porter;
- car park attendant;
- catering staff;
- room administrator;
- technician.

165. Much of the training need not be elaborate and most of it could be in-college, although sometimes it may be an advantage to have another venue. A checklist of job skills for PICKUP support staff is included in Appendix J.

166. As with academic staff, training should be regarded as a continuing activity and organised on a systematic and comprehensive basis. The FEU policy statement *Staff Development for Support Staff: A Policy Update*[27] highlighted the need for programmes of staff development in order to keep all staff aware of curriculum provision and development and also aware of their own contribution to it. FEU has a working group advising it on policy and the development of activities to support these policies and has arranged conferences which have resulted in recommendations for action being made to LEAs and colleges.

167. One FEU-funded project (RP323) at Southgate Technical College concerning staff development for support staff suggested:

- the introduction of training needs analysis adopting methods of appraisal;
- joint support staff/teaching staff training;
- the extension of the induction programme to support staff;
- a staff development policy for all staff;
- a staff development committee for all staff;
- a review of funding arrangements;
- the development of a training role for all supervisors and managers within the college;
- an improvement in the flow of information about communication issues to support staff.

The DES and the Training Agency are currently funding an FEU project concerned with ways of updating and training non-teaching staff engaged in PICKUP work.

168. The training of non-teaching staff has usually depended on Local Authority training funds. Although specific grants for training will still be managed by LEAs under the 1988 Education Reform Act, colleges will have greater flexibility in deciding how their income may be spent. This offers a new opportunity to establish the training of non-teaching staff as an important priority.

169. Support staff may require specific training for particular PICKUP events and services. This must be identified by those responsible for planning and implementing PICKUP activities and arrangements made for training. Such training may need to be financed from PICKUP income and included as an identified cost in pricing the programmes.

SECTION SIX

OTHER RESOURCES

170. While people are the most important resource, the provision of other resources such as accommodation, furniture, equipment, support services and revenue spending are also vital if colleges are to present the right image to clients and provide an efficient and effective service.

Accommodation

171. HMI, in their report on PICKUP[8], commented that over half the general teaching accommodation seen in use was substandard and unsuitable for PICKUP courses. Good accommodation, reflecting both needs and the image it is intended to project, is essential both for the provision of administrative services and teaching. The expectation of PICKUP clients and customers is often high when it comes to accommodation and facilities.

172. Rooms that are acceptable for running PICKUP courses may be at a premium, but it is necessary to provide them. Carpets, curtains and decent furniture, including, in particular, comfortable chairs, are essential and make a great deal of difference to the type of work which can be undertaken and the prices charged. Expenditure on those items could be funded from PICKUP surpluses. The location of the PICKUP administration and teaching rooms is also important if easy access for the public is required and a good image of the college is to be provided. The improvement in accommodation to make it more suitable for adults is often accompanied by more adult and civilised behaviour from young students and the whole atmosphere of the colleges is lifted and improved by the adult presence (see *Adults in Colleges of Further Education*[28]).

173. Access to parking is also important. Adult students, and especially busy executives and professional staff, usually expect to use their cars to travel to the training venue and parking somewhere reasonably convenient is expected and must be provided if at all possible. If satisfactory course accommodation and parking cannot be provided, then consideration needs to be given to hiring accommodation elsewhere in training centres and hotels.

Equipment

174. Since the PICKUP programme is concerned with retraining and updating, much of PICKUP work involves the use of new technologies and new methods requiring the use of specialist equipment and hands-on experience. Getting hold of all the right equipment may not be easy, but it will be necessary if the course is to be run at the right professional standard. If the equipment cannot be obtained through annual college budgeting, the Education Reform Act permits, subject to the provisions of schemes, colleges to use PICKUP surpluses to purchase equipment. Alternatively, equipment can be hired or obtained on loan from manufacturers who wish to use the opportunity to publicise their products to potential customers. Using facilities provided by partnerships with other colleges or firms are other possible alternatives and some clients will wish to use their own equipment for training staff.

175. Proper equipment will also be needed for the management and administration of PICKUP. Office equipment, telephones (with direct outside lines), copiers, fax machines and desk-top printing are now common facilities for businesses and need to be provided for college business operations.

Services

176. Satisfactory cleaning, caretaking and catering services are essential if a high standard of provision is intended. Dirty and untidy rooms (noted in the HMI Report on PICKUP) and poor food can have a very negative effect on the general attitude towards a course and is damaging to the reputation of the college.

Revenue Spending

177. The development of a substantial PICKUP programme requires an investment in staff, accommodation and equipment. These have to be used in a business-like way which means spending on overheads like heating, lighting and telephones and also on travel and subsistence to see clients, to do market research or to travel to training venues and on products like publicity material, course literature and open learning materials. These kinds of expense are essential and a normal part of business costs. They need to be watched and kept under control, but they are essential.

178. PICKUP is expected to be self-financing and the prices charged for services should reflect the real cost of provision and the price clients are prepared to pay. Expenditure from income should be used to pay for and improve facilities. Like other businesses, it needs investment and time before it can become fully self-supporting. Colleges should be prepared — if they see their role as truly responding to local needs — to invest in accommodation, equipment and some staffing to set up PICKUP activities. Some of that investment may need to be repaid over a period, some may be paid for by grants. Once PICKUP activities are up and running and on a sufficiently large scale, then they should be self-funding from income.

SECTION SEVEN

CONDITIONS OF SERVICE

179. PICKUP courses tend to take the form of short bursts of activity, often involving different members of staff, although the introduction of certificated unit-based provision, professional career development plans and distance learning services will modify that tendency by giving more continuity of learning. PICKUP staff may also often carry out their duties out of college, e.g. seeing clients or teaching at other venues. They also need preparation time, often involving hands-on experience, since most provision has to be tailor-made to suit individual clients. They will also need to offer courses at times suitable for clients, which may involve teaching at the weekend and in college vacations.

180. Those duties stand in some contrast to the roles of many staff who only teach in college and on long courses with standard curricula, although of course there are many variations in the roles and duties of all staff. Nationally negotiated conditions of service have particular relevance to staff working to standard timetables and duties, although they contain some provisions which increase flexibility and allow for locally interpreted arrangements.

Present Agreements

181. Currently, the national provisions are contained in a National Joint Council publication *Salaries and Conditions of Service of Lecturers in Further Education in England and Wales*[29]. This consolidates previous conditions of service, scales of salaries (as amended) and Joint Education Services Circulars and is at present the definitive reference book on national conditions of service.

182. Staff responsible for organising and managing PICKUP provision need to make use of the **maximum flexibility** in the NJC provisions and also seek local agreements which will increase that flexibility to ensure the effective staffing of PICKUP provision.

Effect of the 1988 Act

183. The present position now covered by the Joint Council Agreement will change once the approved delegation schemes under the Education Reform Act come into force in April 1990. Under the schemes, governing bodies will determine the duties of staff and their grading in relation to the grades adopted by a local authority. They will be able to exercise any discretion within provisions regulating pay in the authority, subject to resources being available. If new joint agreements are reached which take account of the delegation schemes, it will be necessary to have the kind of flexibility at a local level which is essential to the effective promotion and development of PICKUP facilities.

Class Contact and Other Duties

184. Research, marketing and course development are time-consuming when compared with the length of programmes which may be provided. Lead-in times may be long and much preparatory work may need to be undertaken to produce programmes especially designed to meet the needs of clients.

185. Time spent on these duties and class contact hours should be clearly identified as part of the workload of staff. As PICKUP activities increasingly become part of the mainstream provision of colleges, with extensive annual programmes, PICKUP work should, as far as possible, be timetabled within the normal workload of staff. Special arrangements or contracts may need to be negotiated to cover evening duties above the normal level and weekend, vacation or residential duties. However, **staff with full timetables may not have the capacity to develop and deliver new training programmes.**

Payment of Staff

186. Under the delegation scheme, the governing bodies of colleges will be able to determine the grading and, to a certain degree, remuneration of staff. **Governors should be made aware of the special nature of PICKUP work** when determining the grading and the payment of staff. Staff should be paid on scales which reflect the true level of the work and the responsibilities involved, and also the fact that the pricing strategies adopted for PICKUP work will incorporate staffing costs. In this way, staff will be given financial incentives to become involved in PICKUP provision.

187. Some non-teaching staff may be employed full-time on PICKUP work, such as on administration, market research and publicity. They will need to be placed on appropriate APT&C or research scales with a longer working year than academic staff. Non-teaching staff who are employed outside normal working hours should be paid an agreed remuneration which has been allowed for in costing and pricing the provision.

Travelling and Other Costs

188. PICKUP work will require travelling time and expenses for research and marketing, and often for delivery. Staff may also incur out-of-pocket expenses. Staff travelling time will need to be allowed against other duties or paid for at an agreed rate out of PICKUP earned income.

189. Payments to all staff who claim travelling, subsistence costs and other expenses when engaged in PICKUP work should be allowed for, at agreed rates, in PICKUP budgeting calculations, treated as cost-recovery items and **paid promptly** in order not to be a disincentive.

SECTION EIGHT

CONCLUSIONS

190. The 1987 report on implementing PICKUP identified two main kinds of problem and constraint which could restrict the development of PICKUP. One concerned administrative and financial arrangements mainly imposed by the local education authority, but sometimes by colleges. The other related to the need for high level professional skills in administration, financial management, marketing, curriculum design and delivery to produce high quality provision and services suitable for adults in employment.

191. The Education Reform Act will change the relationship between the LEAs and colleges by giving the former a strategic role and delegating to the latter powers to implement strategic plans. The delegation of authority to the colleges, including budgeting, means that the college can determine many of the administrative and financial arrangements and make them more supportive of PICKUP and other enterprises.

192. The other problems, those relating to professional skills, will not be so easy to solve. They can only be dealt with by colleges encouraging and giving incentives to good staff to become involved in PICKUP activities, by systematic staff development to meet identified objectives and, to fill any gaps, the recruitment of other staff on a variety of contracts who have particular skills to offer.

193. The Education Reform Act offers a new opportunity to expand PICKUP activities because it requires the planning of all educational provision and links the planning of provision with the allocation of resources. It also offers local decision making and the potential for much more flexible staffing arrangements.

194. However, these opportunities will only be grasped if the college as a whole learns to use its newly found powers effectively. This will depend very much on the imaginative leadership and skills of senior college staff to create a dynamic management framework which encourages change and enterprise that will release the energy of staff to develop new initiatives to meet the much wider, and changing, range of educational provision required in the future than in the past. It will also be dependent on the new governing bodies understanding their roles properly and their ability to offer constructive advice and support to colleges to ensure that entrepreneurial opportunities are seized.

195. The need for updating and retraining will not go away; the need for colleges to play their part in designing and delivering that updating will not go away. PICKUP offers the opportunity to serve the local community, to improve the technical and teaching expertise of staff, to improve the image and facilities in colleges, to encourage intra-college co-operation, to promote enterprise and to increase income — in short, to set a good example. But it will only do that if it receives commitment, the investment of resources and support from governors and senior management in the new era created by the Education Reform Act and becomes embedded as a permanent and significant part of FE provision.

196. This report was commissioned to explain the relevant implications of the Education Reform Act and provide recommendations which will help to promote the further development of PICKUP in colleges of further education. Its recommendations are summarised at the beginning of the report and are intended to provide a framework for action.

APPENDIX A

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APPENDIX B

PICKUP

The Government is encouraging colleges, polytechnics and universities to provide more professional, industrial and commercial updating (PICKUP). Increasingly, these institutions offer high quality education and training in the latest skills, knowledge and techniques for employees of companies and organisations. This training is customised for specific companies, groups of employees or individuals.

Responsibility for encouraging more and better PICKUP rests in England with the Department of Education and Science and elsewhere with the Scottish Office and Welsh Office.

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The Adult Training Promotions Unit publishes a wide range of literature on adult continuing education and training, including PICKUP. For a free catalogue, please write to the ATPU, Room 2/2, DES, Elizabeth House, York Road, London SE1 7PH. Tel: 01-934 9886.

APPENDIX C

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APPENDIX D

THE EDUCATION REFORM ACT 1988

This Act, which was enacted in July 1988, covers England and Wales (the Act has different provisions for higher education in Wales) and provides for the reform of the funding and governance of colleges which are maintained or substantially assisted by local education authorities.

DES Circular 9/88 (Welsh Office Circular 38/88) provides guidance to LEAs on the preparation of schemes of planning and delegation as required by the Act. It divides the legislation into five parts.

Part One describes the background to the Act and sets out the duties of LEAs and the requirement to submit schemes of planning and delegation to the Secretary of State.

Part Two covers the planning of LEA further and higher education and sets out the responsibilities of LEAs and colleges, the scope of the planning function and planning cycles, the patterns of courses and student numbers, the co-ordination of planning and budgeting cycles and arrangements for monitoring.

Part Three describes the calculation of college budgets and the arrangements for funding, including earned income.

Part Four sets out the delegation arrangements, including the powers and duties of governing bodies, and the financial regulations applying to colleges.

Part Five describes the arrangements covering staff matters.

There is also an *Annex* setting out model articles of government.

The timetable for the implementation of the Act (excepting ILEA) is:

30 June 1989	Deadline for submission of revised college instruments for new college governing bodies.
September 1989 - April 1990	Reconstruction of college governing bodies.
30 September 1989	Submission of draft schemes of planning and delegation and articles of college government.
1 April 1990	Approved schemes and articles of government introduced.

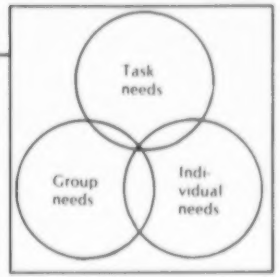
APPENDIX E

THE MANAGER'S ROLE

- ★ THE ROLE OF THE MANAGER
- ★ ATTITUDES
- ★ KNOWLEDGE
- ★ SKILLS

ROLES

- ★ Reconciling conflicting demands
- ★ Planning, acting, controlling
- ★ Time planning
- ★ Communicating
- ★ Managing resources
- ★ Managing others
- ★ Managing self



SKILLS

Obtained by
- Training
- Self-development
- Experience

KNOWLEDGE

Obtained by
- Formal training
- Self-study

ATTITUDES

Obtained by
- Experience
- Organisation & group norms

RESOURCES

- Planning
- Judgement
- Problem identification & solution
- Deciding on priorities
- Controlling
- Monitoring

- Organisation & its systems
- Equipment & facilities
- New developments in systems & equipment

- Careful utilisation
- Taking appropriate risks
- Balance of TASK:PEOPLE

OTHERS

- Communication
- Motivation
- Selecting
- Developing & training
- Appropriate delegation

- Motivation
- Individual and group needs
- Organisation procedures
- Collective agreements
- Legislation
- Sources of help

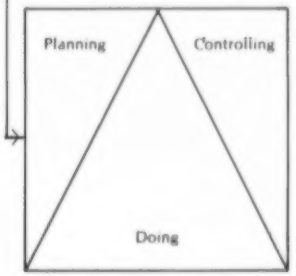
- Caring & sympathetic
- Firm & decisive
- Approachable
- Tact & Diplomacy

SELF

- Assessing priorities
- Time and work planning
- Dealing with several tasks

- Own strengths & weaknesses
- Abilities
- Boundaries of own competency

- Self-discipline
- Drive, enterprise & initiative
- Confidence



- Planning own time
- Planning others' time
- Monitoring & controlling

- Listening
- Speaking
- Writing
- Planning the communication

(Reproduced by agreement with Bristol Polytechnic)

APPENDIX F

GRANTS

Department of Education and Science

The DES has promoted and encouraged PICKUP activity through the allocation of funds for three broad areas:

- institutional development;
- staff development;
- curriculum development.

For FE, funding has been provided through Education Support Grants to nearly all Local Education Authorities. Staff development for PICKUP is supplied through the LEA Training Grants Scheme (1990/91 National Priority Area 13: training to develop competence in the teaching of technical, commercial or professional subjects in the light of recent developments in industry, commerce or the professions) and, through FEU, a network of 10 PICKUP Regional Staff Development Officers (RSDOs) provide advice and support to colleges and LEAs. The RSDOs are employed, in England, by the Regional Advisory Councils.

Development projects are supported by DES and curriculum development projects through FEU. DES has also provided funds to FEU to pilot a series of PICKUP implementation projects focused exclusively on FE.

With support from the Department of Trade and Industry (DTI) and the Training Agency, a network of Regional Technology Centres has been established. With 1992 in mind, DES and the Training Agency have set up a network of Language Export Centres. A PICKUP Europe Unit is currently being developed.

Linking with the Training Agency, DES contributes funding to some projects established under Business Growth Training Option 4 which includes FHE providers.

Other funding is focused on higher education.

The Training Agency

The Training Agency funds a number of programmes concerned with training and business growth which will be of interest to those responsible for PICKUP activities in colleges (see *The Guide to Employment Training and Enterprise Programmes*[30]). The Training Agency also has responsibility for part funding the Work-Related Further Education programmes (WRFE). The WRFE planning arrangements began after the publication of the 1984 White Paper, *Training for Jobs*[31], and the 1988 White Paper, *Employment for the 1990s*[32], confirmed the arrangements in the light of the education reform proposals. The bulk of the finance is used to support LEA and college plans for WRFE, but a proportion provides development funding.

The development funding is provided from the WRFE Development Fund[33] which finances projects for the local implementation of good practice by LEAs and their colleges. In the 1989-90 programme, there are nine priority areas, one of which, 'Updating for Employers', is of particular interest to those staff responsible for PICKUP activities. Those interested should contact their Training Agency regional office or their LEA for details and also keep the PICKUP Regional Development Agent informed. Development Fund Grants fall under the category of special grants in the Education Reform Act and are reserved as excepted items from the basic

college budgets. Although LEAs may wish to allow colleges to discuss proposals with the Training Agency, any contracts for a successful bid will be between the LEA and the Training Agency. It will be for the LEA in consultation with colleges to determine procedures for negotiating, contracting and funding work identified as special grants. Staff responsible for PICKUP should be fully aware of these procedures and include in their network of contacts appropriate personnel in the Agency's regional offices and in the LEA.

The WRFE arrangements have given valuable experience to LEAs and colleges of the planning of FE provision and it is expected that most LEAs will incorporate WRFE planning into their overall planning arrangements under the Education Reform Act. A number of useful publications are available which give advice on the planning process and examine some of the results of the early years of the scheme, including *WRFE Guidance Handbook*[34], *Development Planning in NAFE bulletins*[35] and *Planning a Curricular Response*[36].

The Department of the Employment 1988 White Paper[32] clearly placed responsibility for training with employers and with individuals and envisaged an increased contribution to the cost of training by those groups. Emphasis is placed on the importance of having a flexible and diversified training framework with a system of nationally recognised qualifications which embody the standards of competence required by employers and which allow for maximum mobility. Employers need to recognise the importance of facilitating access to relevant training and vocational education throughout the working life of every member of the workforce. The intention is that the new framework for training will be planned and led by employers who are regarded as best placed to judge training needs.

The new training framework described in the White Paper is intended to have a number of important features. These are summarised as:

- training must be designed to contribute to business success and economic growth;
- employers and individuals need to accept a greater share of responsibility for training and its costs, while Government has a role in setting the framework and funding the training for the unemployed;
- training must meet recognised standards of competence relevant to employment with qualifications based on these standards;
- responsibility for the delivery of training must be devolved to a local level;
- programmes and arrangements should be shaped to the changing needs and circumstances of the locality.

The development of the training framework will be assisted by the creation of a National Training Task Force of twelve members, eight of whom will be drawn from industry and commerce, which will advise and assist the Secretary of State. At the local level, about 100 Training and Enterprise Councils (TECs) will be created.

The national network of TECs will be responsible for the planning and delivery of training across the range of training from youth training, training for the unemployed and training for those in employment. Two-thirds of TEC members will be drawn from industry and one-third from educational service, training and voluntary bodies and supportive trade unions.

TECs will operate under a performance contract with the Training Agency and staff from the Agency area offices will be made available through secondment. It is expected that TECs will be both a forum for creating a new training climate and, through the promotion of investment in vocational training and enterprise activities, an agent for change.

TECs are expected to bring together all the interests in education and training together with those in industry and commerce. Staff responsible for PICKUP activities in colleges will need to become fully aware of the way the local TEC will work, its aims and programmes, and also get to know some of the key members of the Council and its staff. For further information on TECs see the *Guide to the Development of Training and Enterprise Councils*[37].

APPENDIX G

MARKETING NETWORK

A national Marketing Network has been formed to provide a key support service for those involved in the marketing of post-school education at institutional and local authority levels. The purposes are to exchange information, promote joint marketing ventures, staff development and other forms of collaboration and to seek to enhance the marketing function in further and higher education. Those interested should contact regional representatives or Audrey White, Administrator, Marketing Network, PO Box No 43, Dagenham, Essex RM8 2AZ. Tel. 01-599 0535.

APPENDIX H

EDUCATIONAL PROVISION FOR ADULTS

The Further Education Unit has suggested a comprehensive classification of educational provision (see *The Strategic Planning of Further Education* [41]) for people of any age after compulsory schooling , which is useful for focusing on the breadth of possible provision for adults and the interconnected nature of the provision, which is described as a spectrum ranging from work-centred to leisure-related. The spectrum, which contains a range of shades that often overlap, is set out below:

- *work-centred*, i.e. courses which are purely and solely of relevance to a specific type of employment, the content of which would be determined largely by the needs of an employer; such courses are by and large designed for people in employment;
- *work-focused*, i.e. designed to qualify people for entry into particular types of occupations;
- *work-enabling*, i.e. courses designed to help people enter or re-enter the labour market by facilitating occupational choice and developing skills of general application;
- *work-related*, i.e. as applied to courses which aim to enhance the position of particular groups within the labour market, e.g. minority groups;
- *academically qualifying*, i.e. courses designed for those whose main aim may be progression to higher education rather than immediate employment, but whose advantage to those entering or already in the labour market, in terms of employer perceptions, is well known;
- *community-related provision*, i.e. designed to support community activities which may or may not be employment related, but which have a function in the development or regeneration of communities;
- *leisure-related*, i.e. purely recreational, which may or may not incidentally include skills and attitudes of relevance to the world of work.

APPENDIX I

THE CURRICULUM DEVELOPMENT PROCESS

The Further Education Unit has an established model of the process of curriculum development which is illustrated on page 49. The four key elements, which are closely interconnected, are:

- an identification of aims and needs;
- the design principles and strategies adopted to satisfy the identified needs;
- the implementation of the strategy;
- the mechanisms for monitoring and evaluating provisions.

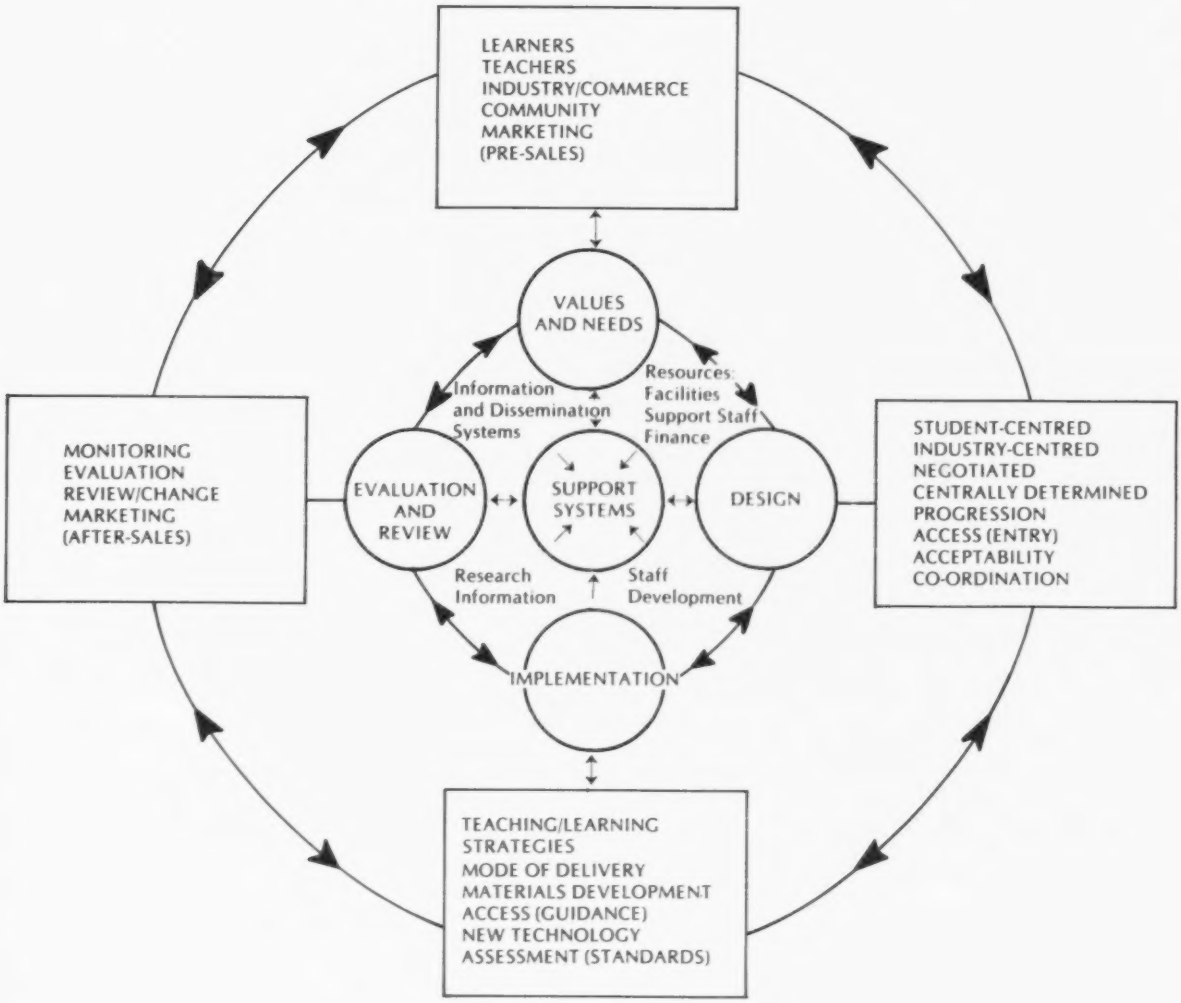
These elements are all influenced by the support systems available, involving resources, information, research and staff development. Curriculum provision is seen as more than merely a set of subjects, a syllabus or course, or the content of a particular learning programme. Curriculum provision involves all those processes which facilitate or, if they go wrong, inhibit learning. It thus can be seen to include the means of recruitment to a programme and progression from it, the ethos of a learning institution, and learning styles, in addition to content. Curriculum planning must take account of three levers for change — curriculum development, staff development and institutional development — and to be successful all three must be in phase (see *Towards a Framework for Curriculum Entitlement*[5]).

This kind of systematic approach will increasingly be needed when the Education Reform Act is fully implemented, since it will introduce much more systematic planning of provision. It will also require a much more effective management of resources, but under the Act resources are expected to be closely related to provision and may be spent at the discretion of the college governing body. Resource allocation, therefore, becomes a central tool for priming the support systems which directly influence curriculum provision. Beryl Pratley, in a paper in the FEU publication *Planning the FE Curriculum*[6], suggests that the model should now include resources at the centre.

Processes of Curriculum Development

INNER CIRCLE AND HUB —
the curriculum development cycle

OUTER CIRCLE —
features of each stage
in the cycle



(Source: Strategy and Processes, FEU, 1986)

APPENDIX J

TRAINING PICKUP SUPPORT STAFF: A CHECKLIST OF JOB TASKS AND SKILLS FOR USE IN TRAINING PROVISION

COURSE SECRETARY

- Agree details with Course Director and produce a brief; speak to Administrator about a room for the conference; check the accommodation for suitability and confirm in writing. Get programme designed and printed. Send out invitations, programme and detailed map to prospective participants, also invoice. When replies come in, log them, send receipts if necessary for cheques.
- Write to speakers confirming date, arrangements for visit and fees, and enclose programme and map.
- Inform technician of equipment and associated materials required, e.g. pens, acetates. Give date, room number and latest time that equipment should be installed — confirm in writing.
- Discuss catering requirements for conference with caterer and sort out details of food required, including drinks, to be available in conference room and at what times rooms can be cleared of dirty crockery — confirm in writing.
- Inform Caretaker/Porter of details of conference, how room is to be laid out, including a table for registration.
- Agree location of signs and notices for direction purposes.
- Discuss locking and unlocking of doors. Confirm in writing.
- Give Telephonist copy of programme, if appropriate, and inform him/her of Course Director, Course Secretary and where they can be contacted.
- Give Receptionist copy of programme and inform him/her in which rooms conference is taking place and make certain he/she knows how to direct participants there. When numbers of participants are known, agree parking arrangements with car park attendant. Book spaces for speakers. Inform caterers of final numbers for conference.
- Prepare lapel badges, name boards for speakers; organise folders containing copy of programme, list of participants, blank paper. Organise hand-outs.
- *ON DAY* Check arrangements before participants arrive. Put out name boards for speakers. Be in place early with appropriate materials to hand out and tool kit consisting of: Blu-Tack, adhesive tape, pens, markers, scissors, stapler, spare lapel badges, name boards and drawing pins.
- Welcome participants and register them. Hand out lapel badges and wallets. Inform them where to hang coats and where toilets are. Be available while conference is on and check food arrives on time.
- Monitor and evaluate programme with Course Director.
- Contact participants who have not paid.

TELEPHONIST

- Be polite, helpful and positive. Take messages, if appropriate, and pass them on to Course Secretary or Course Director.

ROOM ADMINISTRATOR

- Reserve rooms, which should be the correct size for number of participants attending. Check rooms for suitability for type of conference.
- Make certain there will be no outside disturbances or loss of facilities available to conference, e.g. electricity, toilets. Inform person in charge of cleaning services that conference rooms will be used for conference and that they should be clean and tidy with empty bins.

CAR PARK ATTENDANT

- Look smart and be welcoming, polite and helpful. Reserve car park spaces, as requested. Have suggestions for alternative parking.

RECEPTIONIST

- Look smart and be welcoming, polite, helpful and positive.
- Know where course is being held and how to direct participants there. Know Course Director and Course Secretary and where to contact them.

CARETAKER/PORTER

- Arrange for locking and unlocking rooms required for course. Put up notices and signs to show where course is taking place. Lay out conference room as required, including table for Secretary for registration purposes. Make sure room is clean and tidy and has empty bins. Transport equipment and associated materials to conference room as required.

CATERER

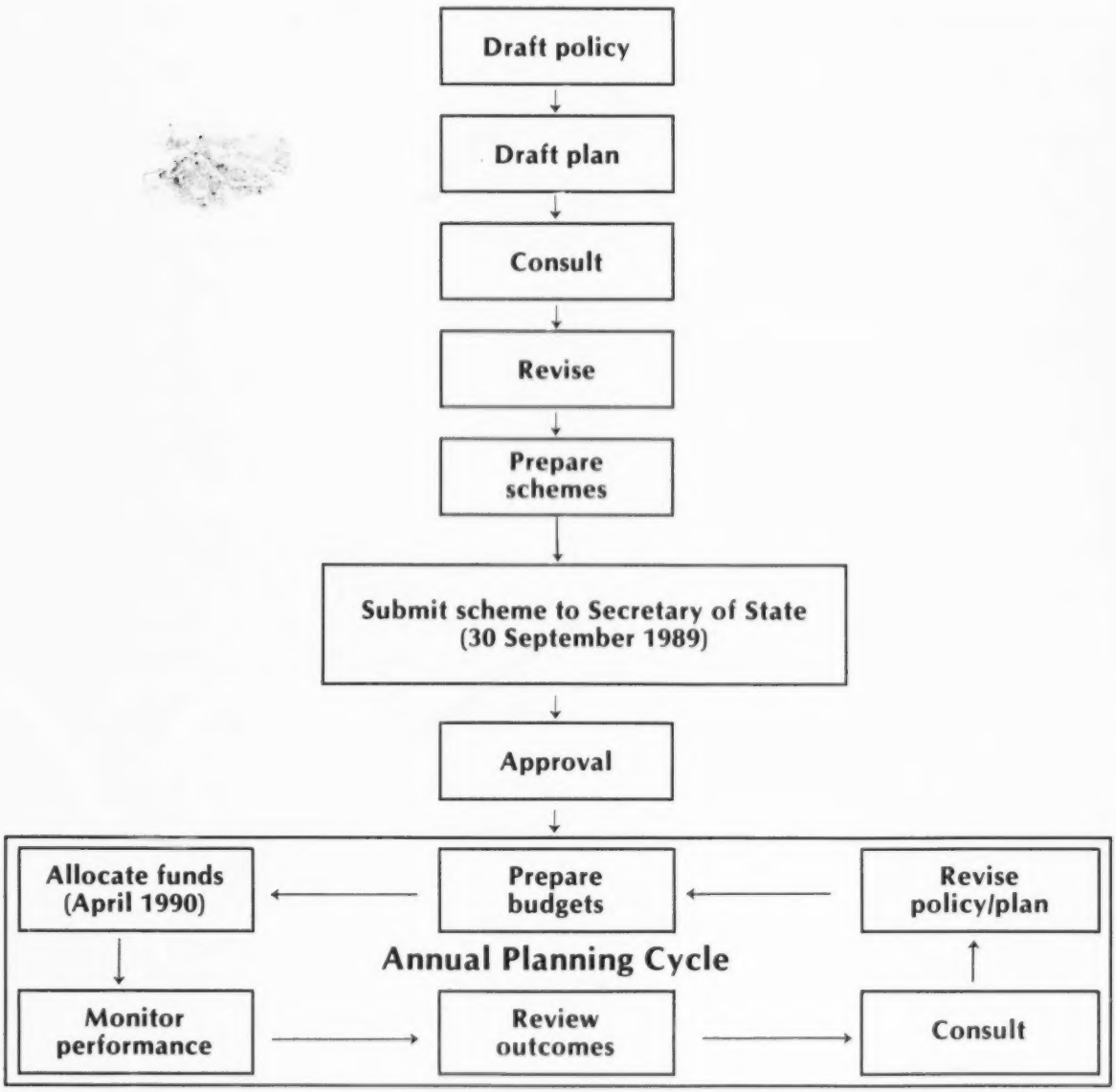
- Make certain all staff are dressed smartly and that they know their duties and how to perform them efficiently. Coffee and tea, which should be of good quality, should arrive promptly at appropriate locations. Tables should be reserved for lunch with notices. Food should be available, as arranged previously with Course Secretary.

TECHNICIAN

- Liaise with Caretaker/Porter about transporting equipment, etc. Install equipment and make certain it works. Check there is an adequate supply of acetates and pens, flipcharts and markers and anything else that has been requested.
- Be on hand when Course Director arrives at start of course to ensure he/she knows how to work the equipment or leave written instructions.
- Inform Course Director/Secretary where help or assistance can be found in case equipment breaks down.

APPENDIX K

Planning and Financial Delegation for Further Education



Based on a diagram in *Securing Adequate Facilities*' and reproduced with permission

PICKUP (Professional, Industrial and Commercial Updating) is an initiative by the Department of Education and Science to stimulate the updating role of education and the part colleges, polytechnics and universities can play in meeting the needs of business for post-experience education and training. Regional Development Agents act as focal points for PICKUP in their localities. They link central and local initiatives for adult education and training, co-ordinating and advising on the various elements of the PICKUP programme. For further information please contact:

PICKUP Office
Department of Education and Science
Elizabeth House
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London SE1 7PH
Tel: 01-934 9670

The Further Education Unit (FEU) was established by the Department of Education and Science to give guidance and support to the further education system. FEU advocates and seeks to make possible a more co-ordinated approach to curriculum development, in support of its remit to promote, encourage and develop better learning opportunities in further education. For more information, please contact:

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